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WORK PLAY BOOKS

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*Education
Manual for Blind.*

WIDE WINGS

BY

ARTHUR I. GATES

with the assistance of

MARY M. BARTLETT

Instructor in Reading

New Jersey State Teachers College

Newark

• THE MACMILLAN COMPANY • 1947

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Reader-Manual for WIDE WINGS



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T H E N E W W O R K P L A Y B O O K S

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Chapter I

UNDERLYING PRINCIPLES OF THE THIRD-READER PERIOD

Theory of method

The theory of method underlying *The New Work-Play Books* sets up the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience, both in itself and in other activities, and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order and relation to each other, so that the child will acquire the ability needed at each stage in his growth without confusion or conflict.

Basic and optional material

The basic and optional materials of the third-year program are as follows:

1. *Wide Wings*, The Third Reader.
2. The Preparatory Book to accompany the Third Reader, *Wide Wings* (optional).
3. The Teacher's General Manual incorporating underlying theories and principles.
4. The Teacher's Specific Manual incorporating suggestions for procedures in both the basic and optional equipment.

When the child has completed the work of the second-year program he is prepared to begin the work of the third year. As in the Second Reader, the early parts of the Third Reader of *The New Work-Play Books* provide for the apparent loss in reading ability which occurs between the end of the second year and the beginning of the third year. In the third-year program are followed the basic principles of procedure, namely the use of prescribed pages of the Preparatory Book or

preparatory activities suggested for classes without the Preparatory Book, prior to the reading of a predetermined amount in the Reader.

The development of proper and efficient habits and skills continues and definite problems of third-year work are recognized in the teaching technique. It is apparent that definite provision must be made in the third-year program for preparing the child to bridge the long recognized gap between the third grade and the fourth grade. It is one of the primary duties of the basic reading materials to provide the child with the necessary skills for several specialized types of reading and study in the content subjects. Only within recent years has it been fully realized that the third grade for a number of reasons is a critical period in reading ability. During this period skill in reading material by phrases or thought units instead of individual word should be perfected. It is during this period that special attention must be given to the speed of reading. The third-grade period is particularly critical because it constitutes a transition period in which new and more complex reading skills will emerge from the simpler primary type. Skills and abilities heretofore acting somewhat independently must now be fused into one unified process. In addition to this fusing there must be developed a number of specialized types of reading skills as well as flexibility in changing from one to the other. Finally, the third-grade period is critical because the child in the typical school must be enabled to study effectively a number of textbooks of rather complex and intricate character in the early fourth-grade period, and he must also be able to read widely without guidance.

It is obvious that one of the fundamental problems of the third-grade teacher is to get as many of the children as possible over the "fourth-grade hurdle" by the end of the third year of school. Unless the children are equipped and have crossed this hurdle before entering the fourth grade, a large percentage of them will do a type of work inferior to that which their ability seems to indicate.

Naturally the third-grade teacher should make her plans for bringing the children over the "fourth-grade hurdle," and she must make her plans well in advance of the end of the third year. A careful survey of the reading abilities and disabilities of each child in the third grade must be made from time to time during the first part of the term, and further check-ups may be

made about two months before the end of the term. The first survey will enable the teacher to organize her work according to the individual needs of the children and the second survey will reveal to her the effectiveness of the plans previously made.

The materials of *The New Work-Play Books* have been carefully arranged to take care of the complex transition that must be made during this period. During the third grade additional skills and abilities must be developed, and familiar skills and abilities must be bound together into unified and efficient reading abilities.

Word recognition abilities

To become an efficient and independent reader, a child must acquire the following skills:

1. Ability to learn new words when they are introduced.
2. Ability to work out the full recognition and pronunciation of words which cannot be recognized instantly at sight.
3. Ability to recognize previously studied words with increasing ease, speed, and fluency.

In a program planned to develop these skills care must be exercised lest methods be introduced which will conflict with rather than help one another. The child must become equipped with a variety of skills that harmonize with one another and which he learns to use at the times when, and to the extent which, they are useful.

During the first and second years, a carefully organized program of word analysis was developed. During the work of the third year phonograms introduced in the preceding years are reviewed and more practice with rhymes is provided. Use of various familiar suffixes is reviewed. Somewhat more advanced work with compound words is provided. Practice in finding syllables in words and in using syllables as a means of working out the recognition, pronunciation and use of words is continued. Practice in dealing with the long and short vowels is introduced in the late first-grade program in a simple form. Similar work is carried forward during the second and third years. The use of certain new and important suffixes is also introduced in the third-year program.

The following phonograms are suggested for introduction during the work of the third year: *ther, tw, sm, dr, ly, ick, ny, ore, ent, ark, old, pr, cr, ock, sn, ate, ai* (as in *chair*), *th* (as in *bath*), *sw, ry, est, ave, uck, eat, sk, str, ber, eck, ter* and *eep*.

The teacher is referred to the General Manual for detailed discussions of the skills and abilities to be developed during the work of the third year.

Chapter II

DAILY LESSON PLANS FOR UNIT I—"ABOUT BOYS AND GIRLS"

Topic

This unit comprises three humorous yet realistic stories about boys and girls and the communities in which they live. Prior to reading this unit the children may tell humorous incidents in their own lives. After these discussions the teacher may suggest that the reading materials for the third year begin with a group of stories which tell about boys and girls like themselves.

The work of the first unit comprises pages 1-44 in *Wide Wings* and pages 1-18 of the Preparatory Book which accompanies the Third Reader. The sequence of lessons is as follows:

Preparatory Book pages 1-6 (or alternate preparatory activities)

Wide Wings pages 1-17

Preparatory Book page 7 comprises a comprehension test based on pages 1-17 in *Wide Wings*

Preparatory Book pages 8-11 (or alternate preparatory activities)

Wide Wings pages 18-32

Preparatory Book pages 12-15 (or alternate preparatory activities)

Wide Wings pages 33-44

Preparatory Book page 16 comprises a comprehension test based on pages 33-44 in *Wide Wings*

Preparatory Book pages 17-18 comprise vocabulary tests based on Unit I.

Related activities

As the children read the stories in the first unit of the Third Reader, they should be encouraged to relate their own experiences. They may tell of jokes on themselves or trips to the city, etc.

The teacher may suggest that each child write one of his own stories. These stories may be combined to make a class booklet for the library table. The teacher may suggest that the stories be largely autobiographical. Each child may make illustrations for his own story. The children may plan the design for the cover of the class book and several members of the group may present original cover designs.

The reading of the stories in the third unit about the everyday doings of children may lead the children to plan to publish a class newspaper. The teacher may suggest that a regular record of the children's activities and social plans would be of interest to the group. The work and responsibility of this newspaper may be apportioned among various individuals or committees.

Unit I—Part 1

A PREPARATORY BOOK PAGES 1-6 (PREPARATION FOR PAGES 1-17 IN "WIDE WINGS")

Page 1

New Words

brought	skaters
often	spend
pond	tucked
since	yells
skated	

The following list does not indicate all the appearances of each word, but only the pages on which the first three appearances occur in the Preparatory Book and in *Wide Wings*.

Minimum repetition

brought:	<i>Preparatory Book</i> , pages 1, 17, 17. <i>Wide Wings</i> , pages 23, 81, 133.
often:	<i>Preparatory Book</i> , pages 1, 6, 9. <i>Wide Wings</i> , pages 6, 54, 57.
pond:	<i>Preparatory Book</i> , pages 1, 1, 1. <i>Wide Wings</i> , pages 5, 5, 6.
since:	<i>Preparatory Book</i> , pages 1, 3, 18. <i>Wide Wings</i> , pages 17, 28, 67.
skated:	<i>Preparatory Book</i> , pages 1, 17, 18. <i>Wide Wings</i> , pages 5, 6, 6.

- skaters: *Preparatory Book*, pages 1, 1, 5.
 Wide Wings, pages 6, 6, 7.
- spend: *Preparatory Book*, pages 1, 30, 39.
 Wide Wings, pages 250, 251, 308.
- tucked: *Preparatory Book*, pages 1, 1, 5.
 Wide Wings, pages 14, 14, 42.
- yells: *Preparatory Book*, pages 1, 7, 17.
 Wide Wings, pages 7, 7, 14.

The children may follow the directions for the exercise presented on page 1. The teacher may find it advisable to assist the children in working out the first page of the *Preparatory Book*. She will wish to give particular attention to those children who may not have used the materials of *The New Work-Play Books* in the preceding years. It is important that the teacher introduce the *Preparatory Book* carefully. The children should understand exactly what they are to do on each page of the *Preparatory Book*, although the teacher should encourage the children to work independently in so far as possible. She should give prompt assistance to any child who needs her help.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 1 of the *Preparatory Book*. The children may read the material silently and draw pictures to illustrate the story.

Page 2

New Words

beside	matter
clock	sentence
cloth	these
loaves	whole

Minimum repetition

beside:	<i>Preparatory Book</i> , pages 2, 2, 2. <i>Wide Wings</i> , pages 16, 56, 30.
clock:	<i>Preparatory Book</i> , pages 2, 2, 2. <i>Wide Wings</i> , pages 15, 17, 154.
cloth:	<i>Preparatory Book</i> , pages 2, 2, 4. <i>Wide Wings</i> , pages 4, 4, 21.
loaves:	<i>Preparatory Book</i> , pages 2, 2, 17. <i>Wide Wings</i> , pages 9, 98, 153.
matter:	<i>Preparatory Book</i> , pages 2, 17, 17. <i>Wide Wings</i> , pages 10, 11, 20.
*sentence:	<i>Preparatory Book</i> , pages 2, 3, 5.
these:	<i>Preparatory Book</i> , pages 2, 2, 2. <i>Wide Wings</i> , pages 40, 46, 47.
whole:	<i>Preparatory Book</i> , pages 2, 17, 18. <i>Wide Wings</i> , pages 13, 188, 191.

The children may read the text of the introductory exercise, working out the new words from the context clues and from the pictures. If any child needs help, the teacher should assist him promptly in working out the new words.

The children may follow the directions for the co-ordinating exercise found on page 2. In connection with this work the teacher may review the familiar phonograms *be*, *cl*, *wh*.

The teacher should note that the early analytical work required of the children is based upon familiar phonograms. In this way the children become accustomed to the technique of word analysis before new phonograms are introduced.

* *Sentence* is a "technical" word in the sense that its meaning must be understood by the students so that they may work out the exercises of the *Preparatory Book* successfully.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences found in the introductory exercise on page 2 of the Preparatory Book. She may draw or find simple pictures to illustrate one sentence in each group. The children may read the sentences silently and select the sentence which correctly describes each picture. Various children may go to the blackboard and indicate the correct sentences.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 2 of the Preparatory Book. The children may follow the directions, reviewing the familiar phonograms *be*, *cl*, *wh*.

Page 3

New Words

cup	needle
Fred	warmth
heat	

Minimum repetition

cup:	<i>Preparatory Book</i> , pages 3, 3, 5. <i>Wide Wings</i> , pages 13, 16, 16.
Fred:	<i>Preparatory Book</i> , pages 3, 3, 7. <i>Wide Wings</i> , pages 3, 3, 3.
heat:	<i>Preparatory Book</i> , pages 3, 3, 6. <i>Wide Wings</i> , pages 14, 56, 103.
needle:	<i>Preparatory Book</i> , pages 3, 6, 7 <i>Wide Wings</i> , pages 15, 15, 17.
warmth:	<i>Preparatory Book</i> , pages 3, 3, 3. <i>Wide Wings</i> , pages 9, 13, 14.

The children may follow the directions for the introductory exercises on page 3. During the work the teacher should stress the value of finding familiar words and word parts in other words. This technique has been carefully introduced during the work of the first and second years and is reviewed here. When the technique has been reviewed the child is required for the first time to work out a new word by finding a familiar word in it.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 3 of the Preparatory Book. The children may read the directions silently and follow them. Various children may go to the blackboard and write the correct word under the root word. If the teacher prefers, the children may read each word silently and write the correct word on their papers. Throughout this work the teacher should stress the value of finding familiar words or word elements in new words.

Page 4

New Words

drink	parts
dye	sugar
itself	tea

Minimum repetition

drink:	<i>Preparatory Book</i> , pages 4, 4, 7. <i>Wide Wings</i> , pages 5, 8, 13.
dye:	<i>Preparatory Book</i> , pages 4, 4, 7. <i>Wide Wings</i> , pages 4, 4, 4.
itself:	<i>Preparatory Book</i> , pages 4, 4, 40. <i>Wide Wings</i> , pages 282, 294, 295.
parts:	<i>Preparatory Book</i> , pages 4, 4, 4. <i>Wide Wings</i> , pages 161, 162, 178.

sugar: *Preparatory Book*, pages 4, 4, 4.
 Wide Wings, pages 4, 4, 8.
 tea: *Preparatory Book*, pages 4, 4, 7.
 Wide Wings, pages 8, 8, 13.

The children may read the text and follow the directions for the introductory exercise presented on page 4. They may work out the new words from the context. During this work the teacher should stress the value of using context clues in working out new words.

The children may follow the directions for the co-ordinating exercise on page 4. The teacher should instruct the children to read each word in the lists silently, listening for the parts of the words. The teacher may find it advisable to have various children read the words orally and ask the children to listen for the parts of the words. This analytical work under the teacher's guidance should precede the marking of the words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 4 of the *Preparatory Book*. The children may read the text silently and select the word or phrase which correctly answers each question. They may write the answers on their papers or various children may go to the blackboard and indicate the correct answers.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 4. The teacher may instruct the children to read each word silently and listen to its parts. She may then ask various children to read the words orally while the other children listen to the parts of the words. Various children may go to the blackboard and draw lines between the parts of the words.

can't	forget
crack	whether
doll	wrong

Minimum repetition

can't:	<i>Preparatory Book</i> , pages 5, 10, 14. <i>Wide Wings</i> , pages 10, 23, 25.
crack:	<i>Preparatory Book</i> , pages 5, 5, 13. <i>Wide Wings</i> , pages 7, 7, 7.
doll:	<i>Preparatory Book</i> , pages 5, 12, 16. <i>Wide Wings</i> , pages 38, 38, 43.
forget:	<i>Preparatory Book</i> , pages 5, 40, 40. <i>Wide Wings</i> , pages 92, 127, 127.
whether:	<i>Preparatory Book</i> , pages 5, 10, 17. <i>Wide Wings</i> , pages 17, 18, 305.
wrong:	<i>Preparatory Book</i> , pages 5, 7, 17. <i>Wide Wings</i> , pages 3, 4, 60.

The children may follow the directions for the exercises presented on page 5 of the *Preparatory Book*. In connection with this work the teacher may review the familiar phonograms *ack* and *et*, and she may introduce the phonogram *ther*.

Alternate preparatory activities

The children may work in small groups. They may look at page 5 of the teacher's copy of the *Preparatory Book* and read the pairs of sentences found in the first introductory exercise on this page. The children may indicate the sentence which correctly describes each picture. These sentences may be printed on the blackboard. The children may read the sentences silently and draw pictures to illustrate the sentences.

The teacher may print on the blackboard the text of the introductory exercise found on page 5 of the *Preparatory Book*. The children may read the directions silently and write on their papers the correct completing word for each sentence. At this time the teacher may review the familiar phonograms *ack* and *et*, and she may introduce the phonogram *ther*.

Page 6

New Words

both	sent
cozy	slept
hm-m-m	temper
knitting	tick
pajamas	

Minimum repetition

both:	<i>Preparatory Book</i> , pages 6, 17, 17. <i>Wide Wings</i> , pages 8, 10, 11.
cozy:	<i>Preparatory Book</i> , pages 6, 17, 17. <i>Wide Wings</i> , pages 10, 228, 272.
hm-m-m:	<i>Preparatory Book</i> , pages 6, 6, 17. <i>Wide Wings</i> , pages 10, 10, 10.
knitting:	<i>Preparatory Book</i> , pages 6, 6, 7. <i>Wide Wings</i> , pages 15, 15, 280.
pajamas:	<i>Preparatory Book</i> , pages 6, 6, 6. <i>Wide Wings</i> , pages 8, 8, 13.
sent:	<i>Preparatory Book</i> , pages 6, 6, 7. <i>Wide Wings</i> , pages 4, 4, 70.
slept:	<i>Preparatory Book</i> , pages 6, 7, 85. <i>Wide Wings</i> , pages 160, 160, 162.
temper:	<i>Preparatory Book</i> , pages 6, 17, 17. <i>Wide Wings</i> , pages 6, 14, 99.
tick:	<i>Preparatory Book</i> , pages 6, 6, 6. <i>Wide Wings</i> , pages 15, 15, 15.

The children may read the text and follow the directions, working out the new words from the context. The teacher should assist any child who is having difficulty with the new vocabulary. The teacher will probably find it advisable to tell the children the interjection *hm-m-m*.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences from which the children are to select the correct answer for each question. She may then read the text orally and the children may select the correct answer for each question.

The teacher may then reread the text and the children may draw a picture to illustrate one story.

B. "WIDE WINGS," PAGES 1-17

When the children have completed the work of Preparatory Book pages 1-6, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 1-17 in *Wide Wings*.

When the children have read the material in *Wide Wings*, the teacher may administer the comprehension test found on page 7 of the Preparatory Book. Specific suggestions for this page are given on page 16 of this Manual.

Page 1

The teacher may distribute the books and allow ample time for the children to examine their new Readers. The teacher should call attention to the title found on the cover and on the title page. The children should enjoy the pictures and should examine the table of contents to find out what kinds of stories they will read. The teacher may print on the blackboard the names of the chapters. The children may read each chapter title and suggest what kind of stories might be included in the chapters.

When the children have had ample time to examine the books the teacher should call their attention to the picture on page 1 and to the title of the chapter.

Pages 2-17

The children have been adequately prepared with the necessary vocabulary and reading skills for the story presented on pages 2-17. The children should read the story silently. The teacher quietly assists those children who need help. It is recommended that the story be read in its entirety. If the teacher finds it advisable the story may be broken into logical parts.

After the children have read the story silently and have discussed it orally, the teacher may ask the following questions:

1. Were the boys' names appropriate?
2. Why were the two Freds enemies?
3. Which Fred was the better skater?
4. Turn to page 6 again. What does the sentence *He often lost his temper and his footing* mean?
5. What happened when the two Freds reached the windmill?
6. Had they been warned that the ice might break?
7. What did the farmer and his wife do for the boys?
8. How did the two Freds happen to become friends at last?
9. Does this story remind you of any adventure that you have had?

Enrichment activities

The children may find their favorite part of the story and prepare to read it aloud to the group. The teacher should encourage the children to look over the story quickly to make sure that they will be able to read it aloud successfully. When the children read the material aloud the teacher should not make any criticism or comment upon any child's oral reading. Children are often embarrassed by such comments and great tension may result. If the teacher finds it necessary to make any criticism of a child's oral reading, she should talk with the child in private.

The children may draw pictures of winter sports.

The children may make up other humorous stories. These stories may be printed on sheets of

Manila paper and made into class booklets. The children may draw pictures to illustrate the stories.

The children may formulate safety rules for coasting, skating and other winter sports with which they are familiar.

C. PREPARATORY BOOK PAGE 7

Page 7

New Word

wide

Minimum repetition

wide: *Preparatory Book*, pages 7, 11, 15.

Wide Wings, pages 118, 121, 122.

When the children have read pages 1-17 in *Wide Wings*, they may read and follow the directions on Preparatory Book page 7. When the children have completed the test, they may reread the story silently to verify their answers.

Alternate preparatory activities

The teacher may print on the blackboard the comprehension test on Preparatory Book page 7. She may modify the directions and number each sentence. The children may read the sentences and write on their papers the number of each sentence and follow it by *R* or *W*.

Unit I — Part 2

A. PREPARATORY BOOK PAGES 8-11 (PREPARATION FOR PAGES 18-32 IN "WIDE WINGS")

Page 8

New Words

against

hose

covers

idea

gardener

William

hopes

Minimum repetition

- against: *Preparatory Book*, pages 8, 8, 8.
Wide Wings, pages 30, 48, 78.
- covers: *Preparatory Book*, pages 8, 17, 17.
Wide Wings, pages 20, 20, 164.
- gardener: *Preparatory Book*, pages 8, 17, 17.
Wide Wings, pages 18, 19, 21.
- hopes: *Preparatory Book*, pages 8, 8, 18.
Wide Wings, pages 28, 28, 31.
- hose: *Preparatory Book*, pages 8, 17, 17.
Wide Wings, pages 24, 24, 24.
- idea: *Preparatory Book*, pages 8, 8, 17.
Wide Wings, pages 19, 28, 78.
- William: *Preparatory Book*, pages 8, 8, 8.
Wide Wings, pages 18, 18, 18.

The children may read the text and follow the directions for the introductory exercise found on page 8. The children may work out the new words from the context clues and from the picture.

The teacher will probably find it advisable to tell the children the new word *William*. The children should be encouraged to work out the other words independently although the teacher should give prompt and tactful assistance if it is needed.

Alternate preparatory activities

The teacher may work with small groups of children. The children may read the text of the introductory exercise found on page 8 of the *Preparatory Book*. They may then read the directions and indicate the sentences in the text which they would underline.

The children may draw pictures to illustrate the story.

acting	ribbon
downstairs	stocking
dress	thimble
guess	tra-la
paper	

Minimum repetition

acting:	<i>Preparatory Book</i> , pages 9, 9, 17. <i>Wide Wings</i> , pages 20, 25, 25.
downstairs:	<i>Preparatory Book</i> , pages 9, 9, 17. <i>Wide Wings</i> , pages 22, 23, 23.
dress:	<i>Preparatory Book</i> , pages 9, 9, 15. <i>Wide Wings</i> , pages 29, 33, 33.
guess:	<i>Preparatory Book</i> , pages 9, 34, 50. <i>Wide Wings</i> , pages 92, 92, 100.
paper:	<i>Preparatory Book</i> , pages 9, 9, 18. <i>Wide Wings</i> , pages 27, 28, 41.
ribbon:	<i>Preparatory Book</i> , pages 9, 9, 17. <i>Wide Wings</i> , pages 31, 32, 41.
stocking:	<i>Preparatory Book</i> , pages 9, 9, 17. <i>Wide Wings</i> , pages 23, 23, 25.
thimble:	<i>Preparatory Book</i> , pages 9, 9, 16. <i>Wide Wings</i> , pages 44, 44, 44.
tra-la:	<i>Preparatory Book</i> , pages 9, 9, 17. <i>Wide Wings</i> , pages 22, 22, 22.

The children may read the text of the exercise on page 9 and “guess” the new words. The teacher should assist the children if they need help in working out the new words.

Alternate preparatory activities

The teacher may print on the blackboard the text of page 9 of the Preparatory Book. The children may read the text and follow the directions. The children may follow the directions for the first exercise by writing the correct words on their papers. The teacher should give prompt assistance if the child has difficulty in working out a new word.

Page 10

New Words

begin	I've
I'm	won't
instead	write
isn't	

Minimum repetition

begin:	<i>Preparatory Book</i> , pages 10, 10, 17. <i>Wide Wings</i> , pages 19, 19, 127.
I'm:	<i>Preparatory Book</i> , pages 10, 10, 17. <i>Wide Wings</i> , pages 21, 22, 22.
instead:	<i>Preparatory Book</i> , pages 10, 10, 10. <i>Wide Wings</i> , pages 20, 21, 21.
isn't:	<i>Preparatory Book</i> , pages 10, 10, 17. <i>Wide Wings</i> , pages 29, 32, 100.
I've:	<i>Preparatory Book</i> , pages 10, 10, 17. <i>Wide Wings</i> , pages 25, 28, 304.

won't: *Preparatory Book*, pages 10, 10, 17.

Wide Wings, pages 29, 30, 31.

*write: *Preparatory Book*, pages 10, 23, 25.

The children may follow the directions for the introductory exercise and for the co-ordinating exercises found on page 10. The teacher may find it advisable to explain carefully the use and meaning of contractions.

Alternate preparatory activities

The teacher may explain in a group discussion the use and meaning of contractions. She may then print on the blackboard the text of the introductory and co-ordinating exercises found on page 10 of the *Preparatory Book*. The children may write the correct completing words on their papers.

Page 11

New Words

counting

skipping

crawling

wrote

hopping

Minimum repetition

counting: *Preparatory Book*, pages 11, 17, 17.

Wide Wings, pages 21, 77, 265.

crawling: *Preparatory Book*, pages 11, 17, 18.

Wide Wings, pages 28, 32, 174.

hopping: *Preparatory Book*, pages 11, 11, 17.

Wide Wings, pages 18, 19, 19.

* *Write* is a "technical" word in that the child's understanding of its meaning is essential in working out the exercises in the *Preparatory Book*.

- skipping: *Preparatory Book*, pages 11, 11, 17.
 Wide Wings, pages 18, 19, 19.
- wrote: *Preparatory Book*, pages 11, 17, 17.
 Wide Wings, pages 27, 28, 189.

The children may read and follow the directions for the introductory exercise and the co-ordinating exercise on page 11. The children may work out the new words from the pictures. The teacher should promptly assist any child who has difficulty with any word.

In connection with the co-ordinating exercise on page 11 the teacher may review the familiar suffix *ing*. She may point out that certain words such as those presented in the exercise double the final consonant before *ing* is added. The teacher need not introduce such technical words as *consonants* but should aim only to make the children aware of the fact that in some cases when the suffix *ing* is added to a word, its last letter is doubled before the suffix is added.

Alternate preparatory activities

The teacher may find or draw simple pictures to illustrate phrases containing the new words *hopping*, *skipping*, *crawling* and *counting*. The children may study these pictures and work out the new words from the pictures.

The teacher may print on the blackboard the phrases presented in the introductory exercise on page 11 of the *Preparatory Book*. The children may read the phrases silently and draw pictures to illustrate them. The pictures may be exhibited and the children may guess which phrase has been illustrated by each picture.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 11 of the *Preparatory Book*. The children may read the material silently and various children may go to the blackboard and follow the directions, or if the teacher prefers, the children may write the correct words on their papers.

B. "WIDE WINGS," PAGES 18-32

When the children have completed the work of *Preparatory Book* pages 8-11, or the cor-

responding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 18-32 in *Wide Wings*.

Pages 18-22

The teacher should lead the children to review quickly the previous story of this unit. She may then suggest that the next story tells of another funny adventure. She may tell the children that the story is about a funny game. She may encourage the children to tell of games that they have played and enjoyed.

The story is humorous and the children should read it entirely for enjoyment and appreciation of the absurdity of the situations. The teacher should not ask the children to make any serious analysis of the story. The silent reading of the story should be very informal in character. The children should be encouraged to sit at the library table or some other convenient place while they are reading. Throughout the work of the third grade the teacher should develop in the child the ability to read increasingly long and complex assignments with a minimum of direction and suggestion from her. She should keep in mind that such independent reading of lengthy selections will be required of children in the later grades.

When the children have read pages 18-22 silently they may discuss the story. Various children may retell the part of the story that they have read. The teacher should encourage the children to "scan" the story quickly to prepare themselves to tell the story in their own words. The teacher should encourage the children to describe the incidents in their own words rather than in the exact phraseology of the story.

The children may reread the first part of the story silently and guess how the story will end. The teacher should be tactfully insistent that the children tell the story in a logical and orderly fashion and that the conclusion which the children suggest be logical and plausible.

Pages 23-32

The teacher may suggest that the children finish reading the story in their books to find out how well they guessed the ending of the story.

The children may read the rest of the story silently and enjoy the full humor and absurdity of the story.

They may then discuss the ending of the story and compare it with the various endings that the children suggested.

The teacher may ask the following questions and may suggest that the children read aloud the sentences in the story which justify or verify their answers to the questions:

1. What was the main difference between William and Jane?
2. Why do you think that Jane suggested that she and William "trade places" for one day?
3. What things did Jane do to pretend that she was William?
4. What things did William do to pretend he was Jane?
5. Do you think William enjoyed pretending that he was Jane?
6. Why were Jane's father and mother so worried about Jane and William?
7. Do you think that Jane enjoyed pretending to be William?

Unit I—Part 3

A. PREPARATORY BOOK PAGES 12-15 (PREPARATION FOR PAGES 33-44 IN "WIDE WINGS")

Page 12

New Words

bakery	pan
hat	quarter
key	skirts

Minimum repetition

- bakery: *Preparatory Book*, pages 12, 16, 16.
 Wide Wings, pages 36, 36, 36.
- hat: *Preparatory Book*, pages 12, 35, 37
 Wide Wings, pages 218, 238, 287.

- key: *Preparatory Book*, pages 12, 18, 18.
Wide Wings, pages 40, 269, 313.
- pan: *Preparatory Book*, pages 12, 14, 16.
Wide Wings, pages 40, 40, 40.
- quarter: *Preparatory Book*, pages 12, 13, 16.
Wide Wings, pages 35, 35, 35.
- skirts: *Preparatory Book*, pages 12, 16, 17.
Wide Wings, pages 44, 44, 225.

The children may read the text and follow the directions. They may work out the new words from the context and from the pictures. During this work the teacher should stress the value of using pictures and context clues in working out new words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 12 of the *Preparatory Book*. If possible she should draw or find simple pictures similar in type to those on page 12. The children may read each riddle and the teacher may change the directions so that the children will write on their papers the answers to the riddles. If the teacher is unable to find or draw pictures similar to those on page 12 of the *Preparatory Book*, she will find it advisable to assist the children in working out the new words from the initial sounds and the familiar phonograms.

Page 13

New Word
 jingle

Minimum repetition

- jingle: *Preparatory Book*, pages 13, 13, 13.
Wide Wings, pages 35, 35, 36.

The teacher may read aloud the first paragraph on page 13 of the Preparatory Book, so that the children may hear the sound of the word *jingle*. The children should then read the first paragraph and the remainder of the exercise silently and follow the directions.

When the work has been completed the children may read the completed sentences aloud and listen carefully to the sound of the word which they have used to complete the sentence.

Alternate preparatory activities

The teacher may read aloud the first paragraph presented in the exercise on page 13 of the Preparatory Book. She may then print on the blackboard the remainder of the exercise. The children may read each sentence silently and select the word which correctly completes the sentence. They may write on their papers the correct completing words.

Page 14

New Words

across	loved
clerk	Peter

Minimum repetition

across:	<i>Preparatory Book</i> , pages 14, 17, 18. <i>Wide Wings</i> , pages 34, 40, 91.
clerk:	<i>Preparatory Book</i> , pages 14, 16, 16. <i>Wide Wings</i> , pages 36, 36, 36.
loved:	<i>Preparatory Book</i> , pages 14, 17, 17. <i>Wide Wings</i> , pages 44, 44, 293.
Peter:	<i>Preparatory Book</i> , pages 14, 15, 16. <i>Wide Wings</i> , pages 34, 34, 34.

The children may read the text and follow the directions. The teacher may find it advisable to tell the children the new word *Peter*. If the children are familiar with the story *Peter Pan*, the word *Pan* will of course immediately suggest to them the new word *Peter*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 14 of the Preparatory Book. The children may read the material silently and follow the directions. They may work out the new word from the context. The teacher may find it advisable to tell the children the new word *Peter*.

Enrichment activities

If the teacher wishes she may tell or read the story of Peter Pan. Most children enjoy hearing about this lovable character.

Page 15

New Words

Ann	Thimbelina
aunt	treasure
Josephine	uncle
lady	wonderful
Marty	

Minimum repetition

Ann:	<i>Preparatory Book</i> , pages 15, 15, 16. <i>Wide Wings</i> , pages 36, 37, 37.
aunt:	<i>Preparatory Book</i> , pages 15, 15, 15. <i>Wide Wings</i> , pages 33, 33, 33.
Josephine:	<i>Preparatory Book</i> , pages 15, 15, 15. <i>Wide Wings</i> , pages 33, 33, 34.
lady:	<i>Preparatory Book</i> , pages 15, 15, 15. <i>Wide Wings</i> , pages 43, 43, 44.
Marty:	<i>Preparatory Book</i> , pages 15, 15, 15. <i>Wide Wings</i> , pages 33, 33, 33.

Thimbelina: *Preparatory Book*, pages 15, 15, 18.

Wide Wings, pages 44, 44, 44.

treasure: *Preparatory Book*, pages 15, 15, 15.

Wide Wings, pages 39, 39, 39.

uncle: *Preparatory Book*, pages 15, 16, 17.

Wide Wings, pages 34, 34, 34.

wonderful: *Preparatory Book*, pages 15, 17, 18.

Wide Wings, pages 39, 39, 42.

The children may read the text of the first introductory exercise on page 13. They may work out the new words from the context and from the pictures. The teacher may find it advisable to tell the children the proper names introduced on this page.

The children may read the text of the second introductory exercise and follow the directions.

Alternate preparatory activities

The teacher may print the following instructions on the blackboard:

Marty is the name of a little girl. Marty lives in the country. Marty went to the city to see her aunt and her uncle.

Her aunt's name was Aunt Josephine. Her uncle's name was Uncle Peter.

While she was in the city, Marty went to see Ann Brown. Ann Brown had a shop in the city.

In Ann Brown's shop there was a little wooden lady. She was a very tiny lady. Her name was Thimbelina.

Draw pictures for this story.

When this work has been completed the teacher may print on the blackboard the text of the second introductory exercise found on page 15 of the Preparatory Book, changing the directions so that the children will draw pictures of the city.

B. "WIDE WINGS," PAGES 33-44

When the children have completed the work of Preparatory Book pages 12-15, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 33-34 in *Wide Wings*.

When the children have completed the reading of pages 33-34 in *Wide Wings*, the teacher may administer the comprehension test found on page 16 of the Preparatory Book. She may then administer the vocabulary test found on pages 17 and 18 of the Preparatory Book. Directions for administering the comprehension test and the vocabulary test are presented on pages 29-30.

Pages 33-44

The teacher may ask the children if they have ever visited a big city. She should ask them to describe the city. If the children live in a big city the teacher may ask them to describe the city in which they live.

The teacher may then tell the children that they are going to read a story about Marty's visit to the big city. The children should recall that they have already read about Marty in the Preparatory Book and that the last page which they have read suggested that they read the story about Marty in their Readers.

The children should read the story silently. They may then discuss the story.

The teacher may suggest the children skim the story quickly and look at the pictures again so that they will be able to describe the big city which Marty visited.

The teacher may ask the following questions:

1. Where was Marty's home?
2. How much money did Grandmother give Marty?
3. Why did Grandmother give the money to Marty?

4. What stores did Marty visit?
5. What did Aunt Josephine and Marty buy in these stores?
6. What things has Marty seen in the city which she could not see at home?
7. What were the treasure boxes and where did Marty find them?
8. Which treasure box did Marty buy?
9. How much money did Marty pay for the treasure box?
10. Why did Marty open only one package?
11. What did she find in the package?
12. Let us pretend that there were six more packages in the treasure box. What other things do you think there could have been in the six packages?

Enrichment activities

The children may reread the story and find out what things Ann Brown sold in her shop.

The children may look at the pictures again and decide what they would like to buy.

A treasure box similar to the one in the story and shown in the pictures may be made by the class for a classmate or for a friend who is ill.

The children should plan carefully what they will put in the treasure box, how they will decorate the box, how they will wrap the packages, and they should write a letter of instructions for the person to whom they are giving the treasure box.

C. PREPARATORY BOOK PAGES 16-18

Page 16

No New Words

The children may follow the directions for the exercise on page 16 of the Preparatory Book after they have completed the story on pages 33-44 in *Wide Wings*.

No re-use is suggested for this page since the teacher will probably wish to have an objective record of each child's comprehension and recall of the story.

Alternate activities

The teacher may print on the blackboard the text of the comprehension test, and the children may select the words to complete the sentences. They may write the words on their papers.

Pages 17-18

No New Words

The teacher may explain the technique involved in the vocabulary test presented on these pages. She may tell the children that they are to read each group of words silently and select the two words in each group which are the same. They are to draw lines under the two words that are the same in each group.

By carefully examining each child's record on this vocabulary test, the teacher will be able to estimate the child's ability to examine words attentively and to examine words in the correct left-to-right direction.

Alternate activities

The teacher may print on the blackboard the groups of words presented in the vocabulary test on pages 17 and 18 of the Preparatory Book. Since the teacher will probably wish an objective record of each child's mastery of vocabulary, it is suggested that she number the words in each group. She may instruct the children to read each group of words silently and select the two words which are identical. She may tell the children to write the numbers of the identical words on their papers.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Brock.	<i>Till Potatoes Grow on Trees.</i>	Knopf.
Bryan.	<i>Michael Who Missed His Train.</i>	Doubleday.
Beskow.	<i>Pelle's New Suit.</i>	Harper.

Darby.	<i>Jack and Susan Stories.</i>	Macmillan.
Gates, Baker, Peardon.	<i>The Caravan of Nick and Dick.</i>	Macmillan.
Heward.	<i>Ameliar-Anne and the Green Umbrella.</i>	Macrae-Smith.
	<i>The Twins and Tabiffa.</i>	
Hill.	<i>Summer Comes to Apple Market Street.</i>	Stokes.
Hill and Maxwell.	<i>Charlie and His Puppy Bingo.</i>	Macmillan.
Horn.	<i>Farm on the Hill.</i>	Scribner.
Hunt.	<i>About Harriet.</i>	Houghton.
Peardon and Comegys.	<i>Adventures in a Big City.</i>	Macmillan.

Other books to read

Aldis.	<i>Jane's Father.</i>	Minton.
Bagnold.	<i>Alice and Thomas and Jane.</i>	Knopf.
Brown.	<i>The Lonesomest Doll.</i>	Houghton.
Dalglish.	<i>The Blue Teapot.</i>	Macmillan.
Field.	<i>Polly Patchwork.</i>	Doubleday.
	<i>The Bird Began to Sing.</i>	Morrow.
Hader.	<i>Tommy Thatcher Goes to Sea.</i>	Macmillan.
Hunt.	<i>The Little House in the Woods.</i>	Houghton.
	<i>Susan, Beware!</i>	Stokes.
Meade.	<i>Teeny and the Tall Man.</i>	Doubleday.
Stong.	<i>Farm Boy; A Hunt for Indian Treasure.</i>	Doubleday.
White.	<i>Lending Mary.</i>	Houghton.

Poems to be read to the children

- "Boys' Names," by Farjeon, from *Sung Under the Silver Umbrella* (Macmillan).
 "Bunches of Grapes," by de la Mare, from *Sung Under the Silver Umbrella* (Macmillan).
 "Feet," by Aldis, from *Sung Under the Silver Umbrella* (Macmillan).

- "Fun in a Garret," by Dowd, from *Sung Under the Silver Umbrella* (Macmillan).
 "Girls' Names," by Farjeon, from *Sung Under the Silver Umbrella* (Macmillan).
 "Good-Night and Good-Morning," from *Ring-A-Round* by Harrington (Macmillan).
 "Hands," by Aldis, from *Sung Under the Silver Umbrella* (Macmillan).
 "Skating," by Asquith, from *Sung Under the Silver Umbrella* (Macmillan).
 "Water Noises," from *Ring-A-Round* by Harrington (Macmillan).

Suitable games

Bancroft.

<i>Games</i> (Black Tom).	Macmillan.
<i>Games</i> (Charley over the Water).	
<i>Games</i> (Did You Ever See a Lassie).	
<i>Games</i> (Guess Who).	
<i>Games</i> (Jack Be Nimble).	
<i>Games</i> (Jacob and Rachel).	
<i>Games</i> (The Farmer Is Coming).	
<i>Games</i> (Tommy Tiddler's Ground).	

Recommended films

The Farm.

Eastman Classroom Films.

The Little Swiss Woodcarver.

Pathe Educational Films.

Chapter III

DAILY LESSON PLANS FOR UNIT II — “THEN AND NOW STORIES”

Topic

The stories presented in the second unit of *Wide Wings* call the child's attention to the three important elements of his daily life—food, clothing and shelter. Stimulating informational material traces briefly the history of early housing and leads the child to obtain a comprehensive history of housing.

The second story of the unit tells the child something about the raising and shipping of one of the common foods. After reading this story the children will be interested in learning how other common foods are raised and marketed.

The third story of the unit presents in simplified form an old Chinese story about the discovery of silk cloth. The story is designed to stimulate the child's curiosity about the materials from which cloth is made, how cloth is woven and how clothing is prepared from it.

The materials of Unit 2 comprise pages 45–82 of *Wide Wings*, and pages 19–32 of the Preparatory Book. The sequence of lessons is as follows:

Preparatory Book pages 19–23 (or alternate preparatory activities)

Wide Wings pages 45–59

Preparatory Book pages 25–26 (or alternate preparatory activities)

Preparatory Book page 24 (or alternate activities) comprises a review test based on pages 45–59 in *Wide Wings*

Wide Wings pages 60–70

Preparatory Book page 27 (or alternate activities) comprises a comprehension test based on pages 60–70 in *Wide Wings*

Preparatory Book pages 28–31 (or alternate preparatory activities)

Wide Wings pages 71–82

Preparatory Book page 32 (or alternate activities) is a review test based on pages 71–82 in *Wide Wings*.

Related activities

Throughout the work of the unit the children should be encouraged to extend their knowledge of each of the topics presented in the materials of the Reader. An abundance of books, pictures and magazines may be placed at the children's disposal, and they should be given incentive and guidance in using them.

A bulletin board display may be made in connection with each of the stories. Clippings from magazines and newspapers, pictures made or collected by the children, and hints from the teacher for obtaining further information may be included in this bulletin board material.

Appropriate excursions should be arranged whenever possible. If the museum contains exhibits about early homes and customs, the children should visit the exhibits.

In connection with the story about housing the children will enjoy studying modern housing in the community. Such a study should of course include whenever possible visits to buildings under construction and trips to observe building.

The study of modern housing may be extended to include consideration of the relationship of construction and materials of houses and climatic conditions.

When the children read the story about foods they will enjoy finding out in more detail how foods are shipped from various points to the market. They will enjoy learning about the great wholesale markets and the methods by which the foods are obtained by the local dealers. If it is at all possible for the children to visit a wholesale market, this should be arranged.

Throughout the work on food the teacher should stress the interdependence of people. She should point out how the city people are dependent upon people of the farming community, and how in turn the people of the farming community are dependent upon the city people. She should stress the work of the farmer, the railroad, the trucking concerns, the wholesale market, the grocers and the delivery organizations in the delivery of food from the farm to the city purchaser.

The children may find out about the sources of materials for clothing and the processes used in the manufacture of various common materials. The teacher should be careful not to con-

fuse the children with too detailed and analytical information, but should encourage the children to obtain sound, general ideas as to the sources and methods of manufacture of clothes.

The children may discuss the effect of climate upon clothing. The teacher may show pictures of the typical dress of Eskimos and may compare the Eskimo's costume with that of the children. She may point out the influence of climate upon the Eskimo's choice of costume.

If there is a cloth mill nearby the teacher may arrange if possible to have the children visit the mill. If this excursion cannot be arranged the children will obtain much valuable information by visiting a clothing store or by having an employe of a clothing store talk to the class.

The teacher should obtain pictures showing the weaving of textiles. If possible a hand loom may be brought into the classroom and the children may study how the cloth is woven. If it is not possible for the teacher to obtain a hand loom, individual cardboard looms may be made and the children may weave small rugs or swatches of cloth.

Throughout the work of the unit the teacher should discuss and constantly stress the interrelationship and the interdependence of people.

Unit II — Part 1

A. PREPARATORY BOOK PAGES 19-23 (PREPARATION FOR PAGES 45-59 IN "WIDE WINGS")

PAGE 19

New Words

drove	twice
platform	twig
smoke	

Minimum repetition

- drove: *Preparatory Book*, pages 19, 19, 19.
 Wide Wings, pages 50, 53, 55.
- platform: *Preparatory Book*, pages 19, 19, 24.
 Wide Wings, pages 49, 49, 50.

- smoke: *Preparatory Book*, pages 19, 19, 19.
 Wide Wings, pages 53, 58, 243.
- twice: *Preparatory Book*, pages 19, 19, 49.
 Wide Wings, pages 63, 63, 308.
- twig: *Preparatory Book*, pages 19, 19, 21.
 Wide Wings, pages 50, 52, 242.

The children may read the text of the introductory exercise, working out the new words from the context clues. Throughout the work of this page the teacher may stress the value of working out new words from the context.

In connection with this work the teacher may review the phonogram *pl* and present the phonograms *tw*, *sm*, *dr*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 19 of the *Preparatory Book*. The children may read the text, working out the new words from the context clues. The children may write on their papers the correct completing words for the incomplete sentences. In connection with this work the teacher may review the familiar phonogram *pl* and introduce the phonograms *tw*, *sm* and *dr*.

Page 20

New Words

canoe	gingerbread
cave	goose
desert	knife
forest	wigwam

Minimum repetition

- canoe: *Preparatory Book*, pages 20, 49, 81.
 Wide Wings, pages 51, 51, 196.

cave:	<i>Preparatory Book</i> , pages 20, 24, 24. <i>Wide Wings</i> , pages 47, 48, 48.
desert:	<i>Preparatory Book</i> , pages 20, 24, 24. <i>Wide Wings</i> , pages 55, 55, 56.
forest:	<i>Preparatory Book</i> , pages 20, 22, 23. <i>Wide Wings</i> , pages 48, 48, 53.
gingerbread:	<i>Preparatory Book</i> , pages 20, 29, 33. <i>Wide Wings</i> , pages 98, 98, 104.
goose:	<i>Preparatory Book</i> , pages 20, 29, 61. <i>Wide Wings</i> , pages 148, 150, 151.
knife:	<i>Preparatory Book</i> , pages 20, 49, 103. <i>Wide Wings</i> , pages 68, 177, 177.
wigwam:	<i>Preparatory Book</i> , pages 20, 49, 49. <i>Wide Wings</i> , pages 52, 52, 52.

The children may follow the directions for page 20, working out the new words from the pictures. The teacher should of course give prompt assistance when it is needed, but she should encourage the children to work independently in so far as possible.

The teacher should examine the papers carefully for the results will be somewhat indicative of possible errors in word analysis and word perception. If any child is having any difficulty with word analysis and perception the teacher may prescribe remedial measures immediately.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 20 in the teacher's copy of the *Preparatory Book*. They may read each group of phrases and select the phrase which correctly describes the picture. The children may work out the new words from the pictures.

The teacher should carefully observe each child as he reads the material on this page and

note any difficulties in word perception and word analysis. The teacher should prescribe prompt remedial measures if they are necessary. When the children have selected the correct identifying phrases the teacher may print the phrases on the blackboard. The children may read the phrases silently and draw pictures to illustrate them. The pictures may be exhibited and the children may guess which phrase has been illustrated by each picture.

Page 21

New Words

ago	row
bark	strong
bent	wild
fight	wove
lake	

Minimum repetition

ago:	<i>Preparatory Book</i> , pages 21 23, 28. <i>Wide Wings</i> , pages 46, 46, 46.
bark:	<i>Preparatory Book</i> , pages 21, 22, 22. <i>Wide Wings</i> , pages 53, 53, 53.
bent:	<i>Preparatory Book</i> , pages 21, 49, 49. <i>Wide Wings</i> , pages 53, 54, 197.
fight:	<i>Preparatory Book</i> , pages 21, 29, 49. <i>Wide Wings</i> , pages 51, 51, 195.
lake:	<i>Preparatory Book</i> , pages 21, 24, 24. <i>Wide Wings</i> , pages 49, 49, 49.
row:	<i>Preparatory Book</i> , pages 21, 49, 67. <i>Wide Wings</i> , pages 62, 62, 124.
strong:	<i>Preparatory Book</i> , pages 21, 22, 22. <i>Wide Wings</i> , pages 58, 58, 74.

- wild: *Preparatory Book*, pages 21, 21, 24.
 Wide Wings, pages 47, 48, 128.
- wove: *Preparatory Book*, pages 21, 23, 32.
 Wide Wings, pages 50, 50, 52.

The teacher may explain to the children the technique involved in the exercise on page 21. When the teacher is sure the children understand what they are to do she should encourage them to read the material and follow the directions independently. The children may work out the new words from the context and mark the words in accordance with the directions. During this work the teacher should stress the value of attempting to guess the meaning of a new word and verify the guess by applying one's knowledge of similar words and word elements. As the work progresses the children should become more and more aware of the value of using pictures, context clues and phonetic knowledge in working out the new vocabulary.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise presented on page 21 of the *Preparatory Book*. She may modify the directions so that the children will write the rhyming words on their papers. During the work the teacher should stress the value of attempting to "guess" a new word from the meaning of the rest of the sentence in which the new word occurs, and of finding particular word elements or parts in new words. Throughout the work of the third-year period the children should become more and more aware of the value of using pictures, context clues, and phonetic knowledge in working out new words.

Page 22

New Words

added	quite
built	safe
feet	skins
finished	wandering
Iroquois	

Minimum repetition

- added: *Preparatory Book*, pages 22, 22, 22.
 Wide Wings, pages 54, 54, 105.
- built: *Preparatory Book*, pages 22, 22, 23.
 Wide Wings, pages 48, 48, 49.
- feet: *Preparatory Book*, pages 22, 26, 30.
 Wide Wings, pages 61, 96, 97.
- finished: *Preparatory Book*, pages 22, 23, 41.
 Wide Wings, pages 47, 79, 97.
- Iroquois: *Preparatory Book*, pages 22, 22, 22
 Wide Wings, pages 53, 53, 53.
- quite: *Preparatory Book*, pages 22, 32, 49.
 Wide Wings, pages 70, 137, 177.
- safe: *Preparatory Book*, pages 22, 22, 23.
 Wide Wings, pages 46, 46, 47.
- skins: *Preparatory Book*, pages 22, 22, 29.
 Wide Wings, pages 52, 57, 61.
- wandering: *Preparatory Book*, pages 22, 23, 24.
 Wide Wings, pages 55, 55, 55.

Before the children begin the work on page 22 of the *Preparatory Book* the teacher should lead the children to discuss Indians. During the discussion the teacher may tell about various Indian tribes. She should discuss the Iroquois Indians and should use the name of the tribe both in oral and written work. The teacher should point out that although many of the Indian tribes built wigwams, the Iroquois Indians made a somewhat different type of house. She should tell the children that the material on page 22 of the *Preparatory Book* will describe the kind of house that the Iroquois Indians built.

The children may read the text and follow the directions for page 22 of the *Preparatory Book*.

The children may work out the new words from the context; however, if the child has difficulty with a word, the teacher should assist him promptly. The teacher may find it advisable to tell the children the word *wandering*, and explain its meaning.

Alternate preparatory activities

The teacher may discuss various Indian tribes as suggested above.

She may print on the blackboard the text of the story presented on page 22 of the Preparatory Book, omitting the directions. The children may read the story and work out the new words from the context. If the child has difficulty with the words, the teacher should assist him promptly. The teacher may modify the directions found on page 22 of the Preparatory Book so that the children will draw the pictures. It is recommended that the teacher show the children pictures of a typical Iroquois log house and of a tepee, before requiring the children to draw the pictures. The teacher should not, however, encourage the children to copy the pictures which she has shown.

Page 23

New Words

above	sang
depended	spread
fell	steady
quickly	struck
rang	

Minimum repetition

- above: *Preparatory Book*, pages 23, 23, 24.
Wide Wings, pages 49, 49, 50.
- depended: *Preparatory Book*, pages 23, 23, 40.
Wide Wings, pages 46, 46, 137.
- fell: *Preparatory Book*, pages 23, 126, 128.
Wide Wings, pages 330, 332, 334.

quickly:	<i>Preparatory Book</i> , pages 23, 49, 71. <i>Wide Wings</i> , pages 62, 67, 68.
rang:	<i>Preparatory Book</i> , pages 23, 100, 100. <i>Wide Wings</i> , pages 238, 240, 249.
sang:	<i>Preparatory Book</i> , pages 23, 119, 119. <i>Wide Wings</i> , pages 294, 295, 295.
spread:	<i>Preparatory Book</i> , pages 23, 23, 49. <i>Wide Wings</i> , pages 52, 56, 122.
steady:	<i>Preparatory Book</i> , pages 23, 23, 24. <i>Wide Wings</i> , pages 58, 58, 67.
struck:	<i>Preparatory Book</i> , pages 23, 29, 49. <i>Wide Wings</i> , pages 48, 58, 323.

The children may follow the directions for page 23. The material is so constructed that the children should have no difficulty in working out the new words. Vigorous context clues and obvious comparisons with familiar words are presented.

In connection with this work the teacher may review the suffix *ed*. She may present the phonogram *ly* and may stress the value of finding familiar word parts in new words.

Re-use of Preparatory Book page 23

The children may reread the sentences presented on page 23 and select sentences to illustrate. The pictures may be exhibited and the children may guess which sentence has been illustrated by each picture.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 23 of the *Preparatory Book*. She may modify the directions so that the children will write the word *depended* and the words which end in *ly* on their papers.

The children may read the material, working out the new words by means of the vigorous context clues and the obvious comparisons. Various children may go to the blackboard and follow the directions.

B. "WIDE WINGS," PAGES 45-59

When the children have completed the work of Preparatory Book pages 19-23, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 45-59 in *Wide Wings*.

When the children have read the material on pages 45-59 in *Wide Wings*, the teacher may administer the comprehension test on page 24 of the Preparatory Book. Specific suggestions for this page are given on page 46 of this Manual.

Page 45

Before beginning the work of the second unit the teacher should obtain many pictures of primitive life to motivate discussions and to aid understanding of the stories.

The teacher should so guide the discussion that interest is centered on differences in homes. She may mention the primitive peoples discussed in the coming story and show pictures of them.

The children may look at the picture on page 45 and read the title of the chapter. They should discuss the chapter title and decide why the chapter was so named.

Pages 46-51

The teacher may suggest that the children look at the pictures found on pages 46-51. The children may discuss these pictures and tell about the kinds of houses portrayed in the pictures. The teacher should stimulate the children's curiosity about these houses and may then suggest that the children read the story on these pages. The teacher may point out that the text will supplement the information which the children have obtained from their study of the pictures on these pages.

The teacher should stress the fact that the children are reading informational material. She should suggest the need of careful reading when reading is being undertaken to obtain specific

and detailed information. She may suggest the need for reading this material somewhat more slowly than the rate at which fairy stories, for example, are read. She may point out that this decrease in the rate of reading will be largely due to the children's wish to read and consider each statement carefully. Although it is not necessary for the teacher to present a detailed and technical discussion about work-type or informational reading and recreatory reading, it is important that the children gradually become aware of the types of reading and of the technique involved in each type. As the work of the third year progresses the child should become more and more skillful in his use of various reading techniques and in adapting them to various purposes.

When the children have read the material silently, they may discuss what they have learned during the reading. The teacher should encourage the children to refer constantly to the text in order to verify their statements. She may point out that verification of a fact is very important.

Pages 52-59

The children should reread quickly the material on pages 46-51. The teacher may suggest that by such quick reading the children may refresh their minds about the important points in the preceding parts of the story.

The teacher may then suggest that the children read the rest of the story to find out all they can about houses.

When the children have read the material silently they may discuss it and should particularly discuss modern houses.

The teacher may ask the following questions, requiring the children to reread the material and find the sentences which justify their answers to each question:

1. Why did primitive men need homes?
2. On what things did the kind of home a man built depend?
3. In what ways did fire help the primitive men?
4. Why were caves good homes?

5. Tell how the Lake People built their villages.
6. Why were the Lake People safe in their villages?
7. Why were the Iroquois Indians able to cover their houses with large pieces of bark?
8. How was a new room added to an Iroquois house?
9. Why were lake houses, wigwams, and caves very good homes for the wandering people?
10. Describe the kind of house the wandering people had and tell why it was built as it was.
11. What were the most important things that all the early men learned about building homes?

Enrichment activities

The teacher may remind the children that one section in the story stated that the kind of house a man built depended upon where he lived, what he needed, and what he had to work with. The children may tell in what way this sentence is true of each kind of home the story describes. This work may be divided among groups or committees. Each committee may report upon one kind of primitive home. Other committees may study other types of primitive homes and report on them.

The teacher and the children may prepare a bulletin board display of pictures of different kinds of homes. This display should not only include pictures of primitive homes but should include pictures of the many types of modern houses. The various houses may be discussed from the point of view of their suitability to certain living conditions—apartment houses for cities where many people live in small areas, houses with outdoor living quarters in warm climates, etc.

The children may read other stories about early people whose homes are described in this story and they may enjoy stories about other types of primitive people. The children should be encouraged to make as thorough a study of early housing as their interest warrants. During this study the teacher should stress the comparison between early housing and modern housing and should emphasize what we have learned from the primitive people.

The children may reread the story and read additional material about the various houses in which they are particularly interested. Using the material for reference purposes, they may construct a model of the type of house in which they are most interested.

C. PREPARATORY BOOK PAGE 24

Page 24

No New Words

When the children have read pages 45–59 in *Wide Wings*, they may read and follow the directions on Preparatory Book page 24. When the children have completed the test, they may read the story silently to verify their answers.

Alternate activities

The teacher may print on the blackboard the comprehension test on page 24 of the Preparatory Book. She may modify the directions and number each phrase. The children may read the material on the board and write on their papers the numbers of the phrases which correctly complete the sentences.

Unit II — Part 2

A. PREPARATORY BOOK PAGES 25–26 (PREPARATION FOR PAGES 60–70 IN “WIDE WINGS”)

Page 25

New Words

banana	ripe
bunch	ships
Jill	thousands
Pedro	

Minimum repetition

banana:	<i>Preparatory Book</i> , pages 25, 25, 25. <i>Wide Wings</i> , pages, 60, 60, 60.
bunch:	<i>Preparatory Book</i> , pages 25, 25, 25. <i>Wide Wings</i> , pages 60, 61, 61.
Jill:	<i>Preparatory Book</i> , pages 25, 25, 49. <i>Wide Wings</i> , pages, 60, 60, 62.

- Pedro: *Preparatory Book*, pages 25, 25, 49.
Wide Wings, pages 61, 62, 62.
- ripe: *Preparatory Book*, pages 25, 25, 25.
Wide Wings, pages 61, 66, 66.
- ships: *Preparatory Book*, pages 25, 25, 25.
Wide Wings, pages 67, 69, 69.
- thousands: *Preparatory Book*, pages 25, 29, 31.
Wide Wings, pages 67, 70, 70.

The children may read the text and follow the directions. They may work out the new words from the context. The teacher may find it advisable to tell the children the word *Pedro*. She should assist the children promptly if they have difficulty with the words, but should not point out familiar phonetic elements unless the child indicates that he is unable to work out the new words from the context.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 25 of the *Preparatory Book*, modifying the directions so that the children will draw the required pictures. The children may read the material, working out the new words from the context. The teacher may find it advisable to tell the children the new word *Pedro*, but should encourage the children to work out the other new words independently. She should not call attention to familiar phonetic elements unless the child indicates that he is unable to work out the new words from the context.

Page 26

New Words

backers	cutters
blossom	insects
bundles	months
carry	

Minimum repetition

backers:	<i>Preparatory Book</i> , pages 26, 26, 27. <i>Wide Wings</i> , pages 68, 68, 68.
blossom:	<i>Preparatory Book</i> , pages 26, 26, 27. <i>Wide Wings</i> , pages 64, 64, 64.
bundles:	<i>Preparatory Book</i> , pages 26, 26, 49. <i>Wide Wings</i> , pages 66, 66, 153.
carry:	<i>Preparatory Book</i> , pages 26, 26, 26. <i>Wide Wings</i> , pages 69, 69, 90.
cutters:	<i>Preparatory Book</i> , pages 26, 26, 26. <i>Wide Wings</i> , pages 66, 67, 67.
insects:	<i>Preparatory Book</i> , pages 26, 26, 29. <i>Wide Wings</i> , pages 66, 66, 169.
months:	<i>Preparatory Book</i> , pages 26, 26, 26. <i>Wide Wings</i> , pages 63, 139, 147.

The children may read each sentence and study the picture which accompanies it. The children may work out the new words from the context clues and from the pictures. The teacher may find it advisable, however, to tell the children the new word *blossom* and explain its meaning. If the child has difficulty with the words *cutters* and *backers*, the teacher may point out the familiar words *cut* and *back*.

Re-use of Preparatory Book page 26

The children may cut out the pictures and the accompanying text presented on page 26 of the Preparatory Book. These pictures may be pasted on sheets of paper made into booklets.

Alternate preparatory activities

The teacher may work with small groups of children and the children may look at page 26 of the teacher's copy of the Preparatory Book. They may study the pictures and read the descrip-

tive sentences, working out the new words from the context clues and from the pictures. The teacher may assist any child who has difficulty in working out a new word. The children may then read the questions and indicate the correct answers.

B. "WIDE WINGS," PAGES 60-70

When the children have completed the work of Preparatory Book pages 25-26, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 60-70 in *Wide Wings*.

When the children have read pages 60-70 in *Wide Wings*, the teacher may administer the comprehension test found on page 27 of the Preparatory Book. This page is discussed in detail subsequent to the lesson plans for the Reader.

Pages 60-70

The teacher and the children may discuss the ways in which foods are shipped to the markets. During the discussion the teacher may point out that although some foods can be brought directly to the market by the farmer, other foods are grown in distant lands and arrangements must be made to ship the food from these distant lands. The teacher may obtain a map of the world or a globe and discuss with the children foods that are raised in other countries and foods for which each country is famous. During the discussion the teacher may tell the children something about the locality of Central America, from which the thousands of bunches of bananas are shipped to this country each year.

The teacher may suggest to the children that they read the stories on pages 60-70 of *Wide Wings* in order to find out about banana plantations and how the bunches of bananas are shipped to this country. The teacher should stress that the children are reading this material in order to obtain definite and detailed information. She may suggest techniques of reading which the children can profitably use in reading this informal material.

When the children have read the story silently they may discuss the story and describe in detail how banana plants are cared for and how the fruit is prepared for shipment. The teacher

should suggest rereading to verify details and statements. The children should be conscious of the value of checking statements before making statements of fact.

Enrichment activities

The children may write to various steamship companies for information about countries where important foods are raised for marketing in the United States. The children may find out how various foods are shipped. This study may range from bringing in local foods by truck to shipping across the ocean.

The children may study other foods and find how they are raised and prepared for market.

The children may find out how the government protects food through its laws and regulations.

The children may find out how food is preserved, both during and after shipment.

Other activities will suggest themselves to the teacher and to the children. Before encouraging and planning various activities related to the topic, the teacher should carefully evaluate the worth and breadth of the activities. In general, the more valuable activity at this time is the one which gives the children a broad overview and perspective of the problem of supplying food to people, rather than the activity which deals with detail and is so narrow in its implication that it confines the child to narrow fields of research and thought.

C. PREPARATORY BOOK PAGE 27

Page 27

New Word

young

Minimum repetition

young: *Preparatory Book*, pages 27, 31, 49.
 Wide Wings, pages 75, 79, 82.

When the children have read the material on pages 60-70 in *Wide Wings*, they may read and follow the directions in the review exercise on page 27 of the Preparatory Book. The teacher

should suggest that when the children have finished their drawings, it would be advisable for them to check their pictures against those in the text and other pictures the teacher may obtain. The children should consult the reference pictures and evaluate their own drawings carefully. The teacher may point out that, although it is not necessary for the children to draw as skillfully perhaps as the artists, it is important, because of the type of exercise involved, that their drawings indicate the accurate information requested.

Alternate activities

The teacher may print on the blackboard the directions found on page 27 of the Preparatory Book. The children may read and follow the directions.

Unit II—Part 3

A. PREPARATORY BOOK PAGES 28–31 (PREPARATION FOR PAGES 71–82 IN “WIDE WINGS”)

Page 28

New Words

Chinese	Hsi-Ling-Shi
emperor	paragraph
golden	princess
honored	rich

Minimum repetition

Chinese:	<i>Preparatory Book</i> , pages 28, 28, 28. <i>Wide Wings</i> , pages 71, 71, 72.
emperor:	<i>Preparatory Book</i> , pages 28, 28, 28. <i>Wide Wings</i> , pages 73, 74, 74.
golden:	<i>Preparatory Book</i> , pages 28, 28, 28. <i>Wide Wings</i> , pages 73, 80, 153.
honored:	<i>Preparatory Book</i> , pages 28, 49, 49. <i>Wide Wings</i> , pages 72, 72, 74.

- Hsi-Ling-Shi: *Preparatory Book*, pages 28, 31, 32.
Wide Wings, pages 74, 75, 75.
- *paragraph: *Preparatory Book*, pages 28, 28, 28.
- princess: *Preparatory Book*, pages 28, 28, 28.
Wide Wings, pages 71, 72, 72.
- rich: *Preparatory Book*, pages 28, 63, 85.
Wide Wings, 152, 152, 229.

The children may read silently the story presented on page 28 of the Preparatory Book. They may work out the new words from the context. Although the teacher will probably find it advisable to tell the children the proper noun and may assist the children in working out the new words *emperor* and *honored*, the teacher should encourage the children to work out the new words independently, although she should render prompt assistance if necessary. Most of these words have not occurred within the actual experiences of children unless they happen to have read other Chinese stories. It is important that the children understand the words and their context before reading the new material in the Reader.

Re-use of Preparatory Book page 28

The children may reread the text of the story and draw pictures to illustrate the various paragraphs of the story.

Alternate preparatory activities

The teacher may read aloud the story presented on page 28 of the Preparatory Book.

After the teacher has read the story she may work with small groups of children. The children may reread the story on page 28 of the teacher's copy of the Preparatory Book. They may then read the directions and indicate how they would follow each direction.

The children may draw pictures to illustrate the story.

* *Paragraph* is a "technical" word in that understanding of its meaning is essential for the child's successful progress in the Preparatory Book.

Page 29

New Words

bows	picked
dishes	spinning
gander	thread
moon	women
moth	

Minimum repetition

bows:	<i>Preparatory Book</i> , pages 29, 29, 49. <i>Wide Wings</i> , pages 72, 214, 257.
dishes:	<i>Preparatory Book</i> , pages 29, 30, 30. <i>Wide Wings</i> , pages 74, 74, 138.
gander:	<i>Preparatory Book</i> , pages 29, 36, 38. <i>Wide Wings</i> , pages 88, 88, 89.
moon:	<i>Preparatory Book</i> , pages 29, 49, 49. <i>Wide Wings</i> , pages 76, 77, 253.
moth:	<i>Preparatory Book</i> , pages 29, 49, 49. <i>Wide Wings</i> , pages 76, 76, 77.
picked:	<i>Preparatory Book</i> , pages 29, 49, 49. <i>Wide Wings</i> , pages 77, 79, 80.
spinning:	<i>Preparatory Book</i> , pages 29, 49, 101. <i>Wide Wings</i> , pages 79, 139, 319.
thread:	<i>Preparatory Book</i> , pages 29, 31, 31. <i>Wide Wings</i> , pages 77, 77, 77.
women:	<i>Preparatory Book</i> , pages 29, 32, 49. <i>Wide Wings</i> , pages 81, 81, 130.

The children may follow the directions for the exercise on page 29. They may work out the new words from the pictures. If the teacher wishes she may call the children's attention to the familiar phonograms found on this page.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 29 of the teacher's copy of the Preparatory Book. They may read each group of words and find the phrase which correctly identifies the picture. They may work out the new words from the pictures. When this work has been completed the teacher may print the identifying phrases on the blackboard. The children may read the phrases silently and then draw pictures to illustrate the phrases.

Page 30

New Words

ate	palace
broke	silk
dropped	themselves
full	wound
happen	

Minimum repetition

ate:	<i>Preparatory Book</i> , pages 30, 39, 41. <i>Wide Wings</i> , pages 75, 91, 150.
broke:	<i>Preparatory Book</i> , pages 30, 35, 49. <i>Wide Wings</i> , pages 79, 95, 101.
dropped:	<i>Preparatory Book</i> , pages 30, 34, 34. <i>Wide Wings</i> , pages 90, 166, 175.
full:	<i>Preparatory Book</i> , pages 30, 30, 40. <i>Wide Wings</i> , pages 76, 77, 92.

- happen: *Preparatory Book*, pages 30, 30, 48.
 Wide Wings, pages 103, 104, 113.
- palace: *Preparatory Book*, pages 30, 104, 104.
 Wide Wings, pages 258, 259, 259.
- silk: *Preparatory Book*, pages 30, 30, 31.
 Wide Wings, pages 71, 77, 78.
- themselves: *Preparatory Book*, pages 30, 30, 49.
 Wide Wings, pages 75, 76, 128.
- wound: *Preparatory Book*, pages 30, 30, 30.
 Wide Wings pages 80, 80, 81.

The children may read the text of each story and select the sentence which in their opinion most logically completes the story. The children may work out the new words from the context.

When the work has been completed, the children may discuss the sentences that they have selected and justify their choices.

Re-use of Preparatory Book page 30

The children may reread the story found on page 30. They may select various paragraphs to illustrate. The pictures may be exhibited and the children may guess which story has been illustrated by each picture.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences from which the children are to select the logical concluding sentence for each story on page 30 of the *Preparatory Book*. The teacher may then read aloud the stories found on page 30. The children may select the sentences which in their opinion most logically complete the thought of the story. Various children may come to the blackboard and indicate the correct sentences. The other children in the class may discuss the selection of sentences.

Page 31

New Words

mulberry	wise
pottery	wonder
silkworm	

Minimum repetition

- mulberry: *Preparatory Book*, pages 31, 31, 32.
Wide Wings, pages 75, 75, 75.
- pottery: *Preparatory Book*, pages 31, 31, 40.
Wide Wings, pages 74, 74, 104.
- silkworm: *Preparatory Book*, pages 31, 31, 31.
Wide Wings, pages 71, 71, 71.
- wise: *Preparatory Book*, pages 31, 31, 32.
Wide Wings, pages 73, 73, 73.
- wonder: *Preparatory Book*, pages 31, 31, 31.
Wide Wings, pages 77, 93, 119.

The children may read the material of the introductory exercises on page 31 and follow the directions. The children will be able to work out the new words from the vigorous context clues.

Alternate preparatory activities

The teacher may print on the blackboard the text of the first introductory exercise found on page 31 of the *Preparatory Book*. She may modify the directions so that the children will write the correct words on their papers. The children may read the material and follow the directions. They may work out the new words from the vigorous context clues.

The teacher may print on the blackboard the text of the second introductory exercise on page 31. The children may read the material silently and follow the directions.

B. "WIDE WINGS," PAGES 71-82

When the children have completed the work of Preparatory Book pages 28-31, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 71-82 in *Wide Wings*.

When the children have read pages 71-82 in *Wide Wings*, the teacher may present the review exercise on page 32 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 71-82

Some children, particularly those who used the materials of *The New Work-Play Books* for the second grade, will readily understand the meaning of *cocoon*. The children should discuss cocoons and tell what they know about them. During the discussion the teacher should determine the extent of each child's knowledge about the life cycles of animals that make cocoons.

The teacher may discuss with the children the types of materials used to make their clothing. The teacher should show the children swatches of material such as cotton, wool, linen and silk.

The teacher may discuss silk somewhat more extensively than she discusses the other cloths. She may tell the children that so far as is known silk originated in China. The children may locate China on the wall map or globe and discuss what they know about China.

The teacher may tell the children that they are about to read an old story about the origin of silk. Before the children begin to read the story the teacher should encourage them to enjoy the illustrations for the story. The teacher should particularly call attention to the picture of the Chinese junk, pointing out the eye on the bow of the boat. She may tell the children that in the old times many captains of Chinese junks believed that the eye of the ship would show the ship where to go in case there was a storm or fog and the captain was unable to see for himself in what direction to steer the ship.

The children may read the story silently. The teacher should encourage them to refer constantly to the pictures during the reading. The teacher may point out to the children that the pictures not only illustrate the story but are very much like Chinese pictures.

When the children have read the material silently the teacher may ask them to name all the things that the Yellow Emperor did for his people. The teacher may ask the children to verify their answers by rereading the material.

The children may retell the story, describing how the princess happened to become interested in silkworms and how she happened to make the first piece of silk cloth.

The teacher may point out to the children that the story states that the discovery of silk was more important than all the other things that the Yellow Emperor did. She may ask the children to decide whether the story is correct and, if so, why the discovery of silk was more important than anything else that was accomplished during those times.

Enrichment activities

The children should learn about other clothing materials, such as cotton, wool, rayon, etc. They may find out how these materials are prepared, how they are woven, and how they are prepared for market.

The children should observe the designs in textiles. The teacher may call the children's attention to the pattern on the cover of *Wide Wings*. The teacher may bring samples of patterned cloths to school and the children may examine the textiles. The children may find out how cloths are dyed and how textile patterns are achieved.

The children should find out from pictures and discussions with the teacher, as well as actual experiences with hand looms or cardboard looms, how thread is woven into cloth.

If it is possible for the teacher to obtain copies of the Second Reader, *We Grow Up*, the children may reread the story "Lewis, the Sheep Boy." They may in this way refresh their memories of the ways in which wool is obtained, how sheep are cared for, how the sheep are sheared, etc.

Minimum repetition

- *number: *Preparatory Book*, pages 32, 32, 36.
 six: *Preparatory Book*, pages 32, 40, 80.
Wide Wings, pages 282, 285, 286.

When the children have read pages 71–82 in *Wide Wings*, they may work out the exercises on Preparatory Book page 32. The teacher may explain in detail the technique involved in the first review exercise. When the teacher is sure that the children understand the technique of the first exercise on Preparatory Book page 32, she should encourage the children to work it out independently.

The children may follow the directions in the remaining exercises on page 32.

Alternate activities

The teacher may print on the blackboard the sentences found in the first review exercise on page 32 of the Preparatory Book. She may explain the technique involved in the exercise. The children may read each sentence beginning silently and find the correct sentence ending. They may write the number of the correct sentence ending on their papers.

The teacher may print on the blackboard the text of the remaining review exercises found on page 32 of the Preparatory Book. The children may read the material silently and either mark the correct words at the blackboard or write the correct words on their papers.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Dopp.	<i>The Early Cave Men.</i> <i>The Later Cave Men.</i> <i>The Tree Dwellers.</i>	Rand McNally.
Pitkin.	<i>Maple Sugar Time.</i>	Stephen Daye & McLeod.

* *Number* is a “technical” word in that its meaning must be understood for successful progress in the Preparatory Book.

Other books to read

Carpenter.	<i>The Clothes We Wear.</i>	American Book.
Cassady.	<i>Kitchen Magic.</i>	Farrar.
Hader.	<i>Green and Gold. The Story of the Banana.</i>	Macmillan.
Holbrook.	<i>Cave, Mound and Lake Dwellers.</i>	Heath.
Lambert.	<i>Talking Wires.</i>	Macmillan.
Lee.	<i>Children of Banana Land.</i>	Crowell.
McDonald.	<i>Dick and the Spice Cupboard.</i>	
Morgan.	<i>The Story of Skyscrapers.</i>	Farrar.
Petersham.	<i>The Story Book of Clothes.</i>	Winston.
	<i>The Story Book of Houses.</i>	
	<i>The Story Book of Things We Use.</i>	
	<i>The Story Book of Food.</i>	
Pryor.	<i>The Cotton Book.</i>	Harcourt.
	<i>The Glass Book.</i>	
	<i>The Steel Book.</i>	
Rowe.	<i>Moon's Birthday.</i>	Macmillan.
Stephenson.	<i>Caves, Tents and Houses.</i>	Follett.
Verpilleux.	<i>Picture Book of Houses.</i>	Macmillan.

Poems to be read to the children

- "Animal Crackers," from *Ring-A-Round* by Harrington (Macmillan).
- "Breakfast Time," by Stephens, from *Sung Under the Silver Umbrella* (Macmillan).
- "Choosing Shoes," by Wolfe, from *Sung Under the Silver Umbrella* (Macmillan).
- "Miss T.," by de la Mare, from *Sung Under the Silver Umbrella* (Macmillan).
- "Mix a Pancake," from *Ring-A-Round* by Harrington (Macmillan).
- "My Zipper Suit," by Allen, from *Sung Under the Silver Umbrella* (Macmillan).

- "The King's Breakfast," from *When We Were Very Young*, by Milne (Dutton).
 "The Mitten Song," by Allen, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Shiny Little House," by Hayes, from *Sung Under the Silver Umbrella* (Macmillan).

Suitable games

Bancroft.	<i>Games</i> (Bean Porridge Hot).	Macmillan.
	<i>Games</i> (High Windows).	
	<i>Games</i> (Nuts in May).	
	<i>Games</i> (The Muffin Man).	
	<i>Games</i> (Oats, Peas, Beans).	
	<i>Games</i> (Wee Bologna Man).	
	<i>Games</i> (Who Goes Round My Stone Wall?)	

Recommended films

Central America (Bananas)	Eastman Classroom Films.
Clothing.	Erpi Classroom Films, Inc.
Cotton Goods.	Eastman Classroom Films.
Cotton Growing.	Eastman Classroom Films.
Dairies, Wisconsin.	Eastman Classroom Films.
From Flax to Linen.	Eastman Classroom Films.
From Wheat to Bread.	Eastman Classroom Films.
Japan, II (Silk)	Eastman Classroom Films.
Houses of the Arctics and the Tropics.	Pathe Educational Films.
Life in the Sahara.	Eastman Classroom Films.
Maple Syrup and Sugar.	Eastman Classroom Films.
Market Gardening.	Eastman Classroom Films.
Meat Packing.	Eastman Classroom Films.

Peanuts.

Shelter.

Silk.

Woolen Goods.

Eastman Classroom Films.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

Eastman Classroom Films.

Chapter IV

DAILY LESSON PLANS FOR UNIT III—"FUN WITH ANIMAL FRIENDS"

Topic

The third unit comprises humorous stories about animals. The first story in the unit tells about the troubles of a city dog who had to become accustomed to farm life. The second story of the unit is about the famous Jim Jolly who could never resist animals, and filled his house with all kinds of strange animal pets. The last story of the unit is a story of humorous adventures of farm animals who went out to see the world.

This unit comprises page 83-124 of *Wide Wings* and pages 33-50 of the Preparatory Book. The sequence of lessons is as follows.

Preparatory Book pages 33-35 (or alternate preparatory activities)

Wide Wings pages 83-92

Preparatory Book page 36 (or alternate activities) comprises a comprehension test based on pages 83-92 in *Wide Wings*

Preparatory Book pages 37-40 (or alternate preparatory activities)

Wide Wings pages 93-107

Preparatory Book page 41 (or alternate activities) comprises a comprehension test based on pages 93-107 in *Wide Wings*

Preparatory Book pages 42-46 (or alternate preparatory activities)

Wide Wings pages 108-124

Preparatory Book pages 47-48 (or alternate activities) comprises a comprehension test based on pages 108-124 in *Wide Wings*

Preparatory Book pages 49-50 (or alternate activities) comprise vocabulary tests based on Units II and III.

As is true with all materials in *The New Work-Play Books*, the Preparatory Book pages or the alternate preparatory activities are to be studied before the children read the corresponding

material in the Reader. Preparation either through the Preparatory Book pages or the alternate preparatory activities is essential to the success of the reading program.

Related activities

The children may tell stories of their own pets, particularly humorous stories or stories which tell about the training of pets.

The children may obtain additional information on how to train animals, both the type of animal customarily trained for a household pet, and the wild animals trained for the circus and the zoo.

The children may dramatize the story about Jim Jolly. This story lends itself particularly well to a moving picture. The children may compose additional adventures for Jim Jolly and his friends.

Although many activities involving research and study may be undertaken in connection with the materials of the unit, the children should be encouraged to enter into the spirit of fun which predominates the material. They should read the stories for pure enjoyment of the humor and absurdity of the situation. Other nonsense material may be placed at their disposal, and they should be encouraged to read stories and poems which they find amusing.

Unit III — Part 1

A. PREPARATORY BOOK PAGES 33-35 (PREPARATION FOR PAGES 83-92 IN "WIDE WINGS")

Page 33

New Words

heel	Sonny
lick	traveled
Mick	world
pepper	

Minimum repetition

heel:	<i>Preparatory Book</i> , pages 33, 33, 33. <i>Wide Wings</i> , pages 85, 88, 96.
lick:	<i>Preparatory Book</i> , pages 33, 34, 36. <i>Wide Wings</i> , pages 90, 90, 90.
Mick:	<i>Preparatory Book</i> , pages 33, 33, 33. <i>Wide Wings</i> , pages 84, 89, 90.
pepper:	<i>Preparatory Book</i> , pages 33, 33, 33. <i>Wide Wings</i> , pages 92, 92, 92.
Sonny:	<i>Preparatory Book</i> , pages 33, 33, 33. <i>Wide Wings</i> , pages 88, 88, 88.
traveled:	<i>Preparatory Book</i> , pages 33, 33, 33. <i>Wide Wings</i> , pages 84, 112, 112.
world:	<i>Preparatory Book</i> , pages 33, 51, 51. <i>Wide Wings</i> , pages 127, 128, 128.

The children may read the directions and work out the exercises on page 33. Vigorous context and phonetic clues are given to assist the children in working out the new words.

In connection with this work the teacher may present the phonograms *ick* and *ny*, and may review the familiar phonograms *tr* and *er*.

Alternate preparatory activities

The teacher may print on the blackboard the introductory and the review exercises found on page 33 of the *Preparatory Book*. The children may read the material silently, working out the new words from the context. The children may discuss the material of the introductory exercise when they have read it silently.

The children may follow the directions for the co-ordinating exercise, writing the correct words on their papers.

In connection with this work the teacher may present the phonograms *ick* and *ny*, and may review the phonograms *tr* and *er*.

Page 34

New Words

busy	Mac
deep	Perkins
deer	pointed
legs	pump
lessons	

Minimum repetition

busy:	<i>Preparatory Book</i> , pages 34, 39, 50. <i>Wide Wings</i> , pages 97, 101, 198.
deep:	<i>Preparatory Book</i> , pages 34, 44, 45. <i>Wide Wings</i> , pages 109, 114, 114.
deer:	<i>Preparatory Book</i> , pages 34, 34, 39. <i>Wide Wings</i> , pages 133, 140, 296.
legs:	<i>Preparatory Book</i> , pages 34, 34, 34. <i>Wide Wings</i> , pages 85, 96, 169.
lessons:	<i>Preparatory Book</i> , pages 34, 34, 38. <i>Wide Wings</i> , pages 87, 172, 211.
Mac:	<i>Preparatory Book</i> , pages 34, 34, 34. <i>Wide Wings</i> , pages 84, 84, 84.
Perkins:	<i>Preparatory Book</i> , pages 34, 34, 34. <i>Wide Wings</i> , pages 86, 86, 86.
pointed:	<i>Preparatory Book</i> , pages 34, 34, 39. <i>Wide Wings</i> , pages 93, 93, 107.
pump:	<i>Preparatory Book</i> , pages 34, 34, 36. <i>Wide Wings</i> , pages 86, 86, 87.

The children may read the material on page 34 and work out the new words from the context clues. The teacher may find it advisable to tell the children the proper names *Mac* and *Perkins*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 34 of the Preparatory Book. She may modify the directions so that the children will draw pictures to illustrate the groups of sentences. The teacher may find it advisable to tell the children the proper names *Mac* and *Perkins*.

Page 35

New Words

felt	shame
forgot	voice
hit	waving
laugh	

Minimum repetition

felt:	<i>Preparatory Book</i> , pages 35, 50, 50. <i>Wide Wings</i> , pages 84, 92, 141.
forgot:	<i>Preparatory Book</i> , pages 35, 40, 40. <i>Wide Wings</i> , pages 215, 216, 218.
hit:	<i>Preparatory Book</i> , pages 35, 50, 50. <i>Wide Wings</i> , pages 87, 88, 89.
laugh:	<i>Preparatory Book</i> , pages 35, 48, 50. <i>Wide Wings</i> , pages 92, 100, 103.
shame:	<i>Preparatory Book</i> , pages 35, 36, 36. <i>Wide Wings</i> , pages 89, 89, 118.
voice:	<i>Preparatory Book</i> , pages 35, 50, 50. <i>Wide Wings</i> , pages 105, 105, 114.
waving:	<i>Preparatory Book</i> , pages 35, 35, 40. <i>Wide Wings</i> , pages 85, 142, 149.

The children may read the material on page 35 and work out the new words from the context. The teacher should assist any child who has difficulty in working out a new word. The teacher may find it advisable to call attention to familiar phonetic elements if the child is unable to work out a new word from the context.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 35 of the Preparatory Book. The children may read the material silently and follow the directions.

B. "WIDE WINGS," PAGES 83-92

When the children have completed the work of Preparatory Book pages 33-35, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 83-92 in *Wide Wings*.

When the children have read the material on pages 83-92, the teacher may administer the comprehension test found on page 36 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Page 83

The children may look at the picture on page 83 and read the title of the chapter. They may discuss the picture and tell about the dog shown in the picture. They may tell how they have fun with their animal friends and they may discuss the games that their pets like to play.

Pages 84-92

Teacher: Today we are going to read a story about a city dog who went to the farm. He had many things to learn about life on the farm. What do you think this dog had to learn?

Read the story silently and find out what Mac had to learn in order to be a good farm dog.

When the children have read the story silently they may discuss the story and tell how Mr. Perkins trained Mac.

The children may tell how they have trained their own pets.

Parts of the story may be reread orally in order to indicate how Mr. Perkins trained the dog.

Enrichment activities

Other stories about dogs may be read to the pupils or by the pupils.

The children may collect pictures about dogs for a bulletin board display. The pictures may be accompanied by simple texts describing the picture and the bulletin board display may include information about training dogs, etc.

The children may select the dog story which they like best. A list of these stories may be made and placed on the bulletin board as suggestions to the other children in the class.

The children may write stories about their own pets. These stories may be bound together to make a class book. The book of dog stories may be illustrated by the children.

C. PREPARATORY BOOK PAGE 36

Page 37

New Words

answer

question

Minimum repetition

answer: *Preparatory Book*, pages 36, 36, 36.

Wide Wings, pages 239, 239, 245.

question: *Preparatory Book*, pages 36, 36, 48.

Wide Wings, pages 268, 268, 297.

When the children have read the material on pages 83–92, they may answer the questions and follow the directions for page 36 of the Preparatory Book.

Alternate activities

The teacher may print the text of page 36 on the blackboard or may read the questions orally. The children may find the answer to each question and write on their papers the page number on which the answer is found.

Unit III — Part 2

A. PREPARATORY BOOK PAGES 37-40 (PREPARATION FOR PAGES 93-107 IN "WIDE WINGS")

Page 37

New Words

Asa	Martha
Duckit	skunk
Hector	stomach
Jolly	that's
Lazarus	

Minimum repetition

Asa:	<i>Preparatory Book</i> , pages 37, 37, 37. <i>Wide Wings</i> , pages 99, 99, 99.
Duckit:	<i>Preparatory Book</i> , pages 37, 37, 41. <i>Wide Wings</i> , pages 93, 93, 93.
Hector:	<i>Preparatory Book</i> , pages 37, 37, 37. <i>Wide Wings</i> , pages 100, 100, 100.
Jolly:	<i>Preparatory Book</i> , pages 37, 37, 40. <i>Wide Wings</i> , pages 93, 93, 95.
Lazarus:	<i>Preparatory Book</i> , pages 37, 37, 37. <i>Wide Wings</i> , pages 97, 97, 97.
Martha:	<i>Preparatory Book</i> , pages 37, 37, 37. <i>Wide Wings</i> , pages 100, 100, 100.

- skunk: *Preparatory Book*, pages 37, 37, 39.
 Wide Wings, pages 106, 106, 107.
- stomach: *Preparatory Book*, pages 37, 41, 50.
 Wide Wings, pages 102, 103, 191.
- that's: *Preparatory Book*, pages 37, 50, 124.
 Wide Wings, pages 104, 111, 239.

The children may read the text and follow the directions found on page 37. The teacher will probably find it advisable to tell the children the proper names which are introduced on this page.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 37 of the *Preparatory Book*, modifying the directions so that the children will draw pictures to illustrate the paragraphs. The teacher will probably find it advisable to tell the children the proper names introduced in this lesson.

Page 38

New Words

dear	second
forgotten	sir
forth	soda
mints	stomach-ache

Minimum repetition

- dear: *Preparatory Book*, pages 38, 50, 50.
 Wide Wings, pages 119, 120, 122.
- forgotten: *Preparatory Book*, pages 38, 40, 50.
 Wide Wings, pages 99, 189, 290.
- forth: *Preparatory Book*, pages 38, 50, 55.
 Wide Wings, pages 94, 96, 201.

mints:	<i>Preparatory Book</i> , pages 38, 38, 41. <i>Wide Wings</i> , pages 98, 98, 98.
second:	<i>Preparatory Book</i> , pages 38, 48, 54. <i>Wide Wings</i> , pages 278, 288, 309.
sir:	<i>Preparatory Book</i> , pages 38, 50, 50. <i>Wide Wings</i> , pages 97, 98, 116.
soda:	<i>Preparatory Book</i> , pages 38, 38, 41. <i>Wide Wings</i> , pages 98, 98, 98.
stomach-ache:	<i>Preparatory Book</i> , pages 38, 38, 40. <i>Wide Wings</i> , pages 96, 98, 184.

The children may follow the directions for page 38 of the *Preparatory Book*. If the teacher finds it advisable she may explain the technique involved for this exercise. During the work of this exercise the teacher should stress the value of finding familiar word parts or words in unfamiliar words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 38 of the *Preparatory Book*. The children may read the text and follow the directions, writing the correct words on their papers. During this work the teacher should point out the value of finding familiar word parts in unfamiliar words.

New Words

angry	moment
arched	sense
bottle	snake
drawer	trouble
life	

Minimum repetition

angry:	<i>Preparatory Book</i> , pages 39, 40, 50. <i>Wide Wings</i> , pages 100, 103, 118.
arched:	<i>Preparatory Book</i> , pages 39, 50, 50. <i>Wide Wings</i> , pages 99, 99, 100.
bottle:	<i>Preparatory Book</i> , pages 39, 39, 41. <i>Wide Wings</i> , pages 98, 102, 102.
drawer:	<i>Preparatory Book</i> , pages 39, 39, 41. <i>Wide Wings</i> , pages 97, 97, 100.
life:	<i>Preparatory Book</i> , pages 39, 45, 47. <i>Wide Wings</i> , pages 100, 109, 116.
moment:	<i>Preparatory Book</i> , pages 39, 41, 50. <i>Wide Wings</i> , pages 99, 99, 103.
sense:	<i>Preparatory Book</i> , pages 39, 43, 50. <i>Wide Wings</i> , pages 101, 185, 262.
snake:	<i>Preparatory Book</i> , pages 39, 39, 50. <i>Wide Wings</i> , pages 106, 106, 107.
trouble:	<i>Preparatory Book</i> , pages 39, 50, 52. <i>Wide Wings</i> , pages 94, 142, 163.

The children may read the text of the exercise on page 39 and work out the new words from the context clues.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 39 of the *Preparatory Book*. She may change the directions so that the children will draw pictures to illustrate the paragraphs.

The children may follow the directions for the review exercise presented on page 40. This work should be done under the direct supervision of the teacher. She should explain the technique carefully and assist each child in finding the syllables which make up the various words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the review exercise found on page 40 of the Preparatory Book. The children may read the material silently and various children may go to the blackboard and follow the directions. This work should be undertaken as a group activity and the teacher should carefully supervise each child's work.

B. "WIDE WINGS," PAGES 93-107

When the children have completed the work of Preparatory Book pages 37-40, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 93-107 in *Wide Wings*.

When the children have read the material on pages 93-107, the teacher may administer the comprehension test found on page 41 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 93-107

Before the children begin to read this story they may review page 37 of the Preparatory Book, discussing the characters introduced on this page. The teacher may tell them that they are going to read a story about these characters.

The children may discuss the characters and try to guess why such a diverse group of characters should be included in one story.

The children may then read the story on pages 93-107 to find out how such a widely varied group of characters could be in the same story. The children may read the entire story for enjoyment of the humor. No particular detailed analysis should be required of the children. They

should be encouraged to read the material informally, without specific instructions or supervision by the teacher.

When the children have read the story silently, they may tell the story in their own words. They may find the part of the story which they think is the funniest and prepare to read it orally.

Enrichment activities

The children may dramatize the story, presenting it either as a play or as a moving picture. The material lends itself well to moving pictures.

The children may read other nonsense stories about animals and prepare to read all or part of each story to the class.

C. PREPARATORY BOOK PAGE 41

Page 41

No New Words

When the children have completed the reading of pages 93-107 in *Wide Wings*, the teacher may administer the comprehension test found on page 41 of the Preparatory Book. The children may reread the story silently and verify their answers.

Alternate activities

The teacher may read aloud the questions presented in the comprehension test found on page 41 of the Preparatory Book. The children may decide whether the sentences are true or false and may reread the story to verify their answers.

Unit III—Part 3

A. PREPARATORY BOOK PAGES 42-46 (PREPARATION FOR PAGES 108-124 IN "WIDE WINGS")

Page 42

New Words

alligators	Henrietta
Charles	Jinx
course	strangers
didn't	Wiggins

Minimum repetition

- alligators: *Preparatory Book*, pages 42, 42, 43.
Wide Wings, pages 109, 110, 110.
- Charles: *Preparatory Book*, pages 42, 42, 47.
Wide Wings, pages 111, 116, 116.
- course: *Preparatory Book*, pages 42, 44, 52.
Wide Wings, pages 283, 286, 291.
- didn't: *Preparatory Book*, pages 42, 42, 45.
Wide Wings, pages 111, 115, 144.
- Henrietta: *Preparatory Book*, pages 42, 42, 50.
Wide Wings, pages 109, 111, 118.
- Jinx: *Preparatory Book*, pages 42, 42, 50.
Wide Wings, pages 108, 109, 116.
- strangers: *Preparatory Book*, pages 42, 50, 50.
Wide Wings, pages 114, 118, 257.
- Wiggins: *Preparatory Book*, pages 42, 42, 50.
Wide Wings, pages 110, 110, 111.

The children may read the text and follow the direction for page 42. The teacher may find it advisable to tell the children the proper names presented on this page. She may call attention to the similarity of the new word *Charles* and the familiar word *Charlie*. The teacher may also find it advisable to tell the children about alligators and show the children pictures of them.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 42 in the teacher's copy of the *Preparatory Book*. They may read the text silently and indicate how they would follow the directions. The teacher may find it advisable to tell the children the proper names presented on this page.

When this work has been completed the teacher may print on the blackboard drawing directions for the children. The children may draw pictures of the cat Jinx, Mrs. Wiggins, Charles and Henrietta.

Page 43

New Words

Freddy	shook
none	smile
pig	tears
sail	true

Minimum repetition

Freddy:	<i>Preparatory Book</i> , pages 43, 45, 45. <i>Wide Wings</i> , pages 112, 115, 115.
none:	<i>Preparatory Book</i> , pages 43, 50, 54. <i>Wide Wings</i> , pages 122, 123, 159.
pig:	<i>Preparatory Book</i> , pages 43, 50, 50. <i>Wide Wings</i> , pages 112, 113, 115.
sail:	<i>Preparatory Book</i> , pages 43, 50, 50. <i>Wide Wings</i> , pages 121, 122, 122.
shook:	<i>Preparatory Book</i> , pages 43, 45, 46. <i>Wide Wings</i> , pages 110, 123, 158.
smile:	<i>Preparatory Book</i> , pages 43, 46, 46. <i>Wide Wings</i> , pages 118, 118, 196.
tears:	<i>Preparatory Book</i> , pages 43, 50, 50. <i>Wide Wings</i> , pages 124, 124, 163.
true:	<i>Preparatory Book</i> , pages 43, 44, 44. <i>Wide Wings</i> , pages 119, 119, 174.

The children may read the text and follow the directions for page 43 of the Preparatory Book. They may work out the new words from the vigorous context and phonetic clues. The teacher should point out the value of using context clues and knowledge of word analysis in working out new vocabulary. It is important that as the work of this year progresses the children become more and more skillful in their ability to use context, picture and phonetic clues.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise presented on page 43 of the Preparatory Book. The children may read each sentence and write the correct words on their papers. If the teacher prefers she may read the sentences orally and ask the children to name the correct rhyming word.

Page 44

New Words

adventure	sink
large	swamp
low	trunks
moss	without

Minimum repetition

- adventure: *Preparatory Book*, pages 44, 47, 50.
Wide Wings, pages 108, 111, 115.
- large: *Preparatory Book*, pages 44, 44, 77,
Wide Wings, pages 198, 202, 242.
- low: *Preparatory Book*, pages 44, 44, 63.
Wide Wings, pages 152, 152, 176.
- moss: *Preparatory Book*, pages 44, 44, 50.
Wide Wings, pages 113, 197, 264.
- sink: *Preparatory Book*, pages 44, 44, 50.
Wide Wings, pages 114, 115, 116.

- swamp: *Preparatory Book*, pages 44, 44, 44.
 Wide Wings, pages 108, 108, 108.
- trunks: *Preparatory Book*, pages 44, 44, 50.
 Wide Wings, pages 109, 145, 147.
- without: *Preparatory Book*, pages 44, 44, 50.
 Wide Wings, pages 124, 166, 197.

The children may read the text of the introductory exercise found on page 44, working out the new words from the context and from the pictures. If a child has difficulty working out a new word from the context and the picture, the teacher may call attention to the familiar phonetic parts of the words.

Alternate preparatory activities

The teacher may print on the blackboard the sentences found on page 44 of the *Preparatory Book*, which the children are to mark false or true. The teacher may then read aloud the story found on page 44 of the *Preparatory Book*. The children may read each statement silently and decide whether it is true or false. The teacher may then reread the story and the children may verify their answers.

When this work has been completed, the children may draw pictures to illustrate the story.

Page 45

New Words

different	saves
hundred	visit
joke	worse

Minimum repetition

- different: *Preparatory Book*, pages 45, 73, 89.
 Wide Wings, pages 178, 178, 191.

hundred:	<i>Preparatory Book</i> , pages 45, 45, 45. <i>Wide Wings</i> , pages 119, 119, 122.
joke:	<i>Preparatory Book</i> , pages 45, 50, 50. <i>Wide Wings</i> , pages 122, 122, 123.
saves:	<i>Preparatory Book</i> , pages 45, 50, 56. <i>Wide Wings</i> , pages 115, 146, 146.
visit:	<i>Preparatory Book</i> , pages 45, 45, 46. <i>Wide Wings</i> , pages 114, 118, 134.
worse:	<i>Preparatory Book</i> , pages 45, 45, 47. <i>Wide Wings</i> , pages 111, 121, 300.

The children may read the page silently and follow the directions. The teacher may find it advisable to tell the children the new word *different*. During this work the teacher should point out the value of using context clues in working out new vocabulary.

When the work has been completed the children may read the sentences aloud and discuss their answers.

Alternate preparatory activities

The teacher may print on the blackboard the first sentence found in each group of sentences on page 45 of the *Preparatory Book*. The children may read the sentences silently. The teacher may read aloud the sentences from which the children are to select the synonymous sentences. The children may select the correct synonymous sentences.

When this work has been completed, the children may reread the sentences silently and draw pictures to illustrate them. The pictures may be exhibited and the children may guess which of the sentences has been illustrated by each picture.

Minimum repetition

- gentlemen: *Preparatory Book*, pages 46, 46, 47.
Wide Wings, pages 112, 112, 321.
- nonsense: *Preparatory Book*, pages 46, 46, 46.
Wide Wings, pages 110, 110, 124.
- north: *Preparatory Book*, pages 46, 46, 47.
Wide Wings, pages 112, 116, 116.
- wore: *Preparatory Book*, pages 46, 62, 125.
Wide Wings, pages 325, 332, 336.

The children may read the text and follow the directions for page 46. During this work the teacher should stress the value of using context clues and phonetic clues in working out new vocabularies.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 46 of the *Preparatory Book*. The children may read the text silently and follow the directions, writing the correct words on their papers. During this work the teacher should stress the value of using context and phonetic clues in working out new vocabularies.

When this work has been completed, the children may reread the text silently and draw pictures to illustrate the various paragraphs. These pictures may be exhibited and the children may guess which paragraph has been illustrated by each picture.

B. "WIDE WINGS," PAGES 108-124

When the children have completed the work of *Preparatory Book* pages 42-46, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 108-124 in *Wide Wings*.

When the children have read pages 108-124 in *Wide Wings*, the teacher may administer the

comprehension tests found on pages 47 and 48 of the Preparatory Book and the vocabulary tests found on pages 49 and 50 of the Preparatory Book. Specific directions for administering these tests are given subsequent to the lesson plan for pages 108-124 in *Wide Wings*.

Pages 108-124

The teacher should make sure that the children understand what a swamp is, what alligators are, and the names of the characters which are to be presented in the story and which were introduced on pages 42 and 43 of the Preparatory Book.

The children may read the story silently and the teacher should not require detailed analysis of the story. She should encourage the children to read the story for enjoyment. The material should be read very informally and the children may, if the teacher wishes, use a "free reading period" for this work.

Enrichment activities

The children may plan to dramatize the story. They may plan a puppet show or a moving picture for the story. The story lends itself well to either form of dramatization.

The children may tell other nonsense stories which they know and the teacher should read nonsense stories to the children.

The children may select their favorite story in this unit and plan to reread it or retell it to the class.

The children may select their favorite incidents in their favorite story of the unit and draw pictures to illustrate the incidents. These pictures may be exhibited and the other children may guess what part of the story is being portrayed.

C. PREPARATORY BOOK PAGES 47-50

Page 47

No New Words

The children may read the text and follow the directions for page 47. The teacher should encourage the children to refer to their Readers in order to verify their answers.

Alternate activities

The teacher may read aloud the quotations found on page 47 of the Preparatory Book. The children may decide the name of the person who said each sentence. They may verify their answers by rereading the material in their Readers.

Page 48

No New Words

The children may read the text of the exercise on page 48 and answer the questions.

Alternate activities

The teacher may print on the blackboard the text of the review exercise on page 48 of the Preparatory Book. The children may read the questions silently and write their answers on their papers.

Pages 49-50

No New Words

The teacher may administer the vocabulary test found on pages 49-50 of the Preparatory Book. The children are familiar with the technique involved in these tests but the teacher may, if she finds it advisable, review quickly the technique used in working out the test.

Since the teacher will probably wish an objective record of each child's mastery of vocabulary, no re-use for this page is suggested. By studying the results the teacher may estimate the child's ability to examine words attentively and to inspect words in the correct left-to-right direction.

Alternate activities

The teacher may print the groups of words found on pages 49 and 50 of the Preparatory Book on the blackboard, or if she prefers she may work with small groups of children who may look at pages 49 and 50 in the teacher's copy of the Preparatory Book. In either event the children may read each group of words and select the two identical words in each group. These words may be written on the children's papers so that the teacher will have an objective record of each child's mastery of vocabulary.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Ayer.	<i>Mickey Mouse and His Friends.</i>	Nelson.
Flack.	<i>The Story About Ping.</i>	Viking.
Hogan.	<i>Nicodemus and the Little Black Pig.</i>	Dutton.
Leaf.	<i>Noodle.</i>	Stokes.
Youmans.	<i>Skitter Cat.</i>	Bobbs.

Other books to read

Averill and Stanley.	<i>Powder.</i>	Smith.
Bianco.	<i>The Good Friends.</i>	Viking.
Bianco.	<i>Poor Cecco.</i>	Doubleday.
Brock.	<i>The Greedy Goat.</i>	Knopf.
Brooks.	<i>Freddy the Detective.</i>	
	<i>To and Again.</i>	
Brown.	<i>Mick and Mac.</i>	Scribner.
Lofting.	<i>Story of Mrs. Tubbs.</i>	Stokes.
Milne.	<i>House at Pooh Corner.</i>	Dutton.
	<i>Winnie the Pooh.</i>	
Morley.	<i>I Know a Secret.</i>	Lippincott.
Potter.	<i>Tale of Little Pig Robinson.</i>	McKay.

Poems to be read to the children

- "Mary Middling," by Fyleman, from *Sung Under the Silver Umbrella* (Macmillan).
- "The Duel," by Field, from *Ring-A-Round* (Macmillan).
- "The Elephant," by Belloc, from *Ring-A-Round* (Macmillan).
- "The Lion," by Belloc, from *Ring-A-Round* (Macmillan).

"The Four Friends," from *When We Were Very Young*, by Milne (Dutton).

"The Owl and the Pussy Cat," by Lear, from *Sung Under the Silver Umbrella* (Macmillan).

"The Three Foxes," from *When We Were Very Young*, by Milne (Dutton).

Suitable games

Bancroft.

Games (Animal Blind Man's Buff). Macmillan.

Games (Animal Chase).

Games (Bear in the Pit).

Games (Broncho Tag).

Games (Cat and Mice).

Games (Fox and the Farmer).

Games (Fox and Squirrel).

Games (Have You Seen My Sheep?).

Games (Menagerie).

Games (Mousetrap).

Games (Squirrel in Trees).

Recommended films

Adventures of Peter.

Eastman Classroom Films.

Animals in Modern Life.

Erpi Classroom Films, Inc.

Bunny Rabbit.

Erpi Classroom Films, Inc.

Gray Squirrel.

Erpi Classroom Films, Inc.

Poultry on the Farm.

Erpi Classroom Films, Inc.

Three Little Kittens.

Erpi Classroom Films, Inc.

Chapter V

DAILY LESSON PLANS FOR UNIT IV — "EARLY DAYS IN OUR COUNTRY"

Topic

As indicated by the chapter title, this unit includes a number of stories which depict the problems and characteristics of life in the early days of our country. These stories present the problems of housing and obtaining food which faced representative settlers of outstanding periods of pioneering in the United States. The first story deals with the Pilgrims and tells about their trip to the New World and the dangers which they faced during the early years here. The second story tells about the settlement of New Hampshire during the eighteenth century and compares the problems which faced these settlers with the problems which faced the early Pilgrims. The third story tells of the westward migration over the Overland Trail. In this way the child obtains a general and comprehensive idea of the problems which faced the settlers in the three outstanding periods of early pioneering.

The materials of this unit comprise pages 125-166 in *Wide Wings* and pages 51-68 of the Preparatory Book. The sequence of lessons is as follows:

Preparatory Book pages 51-57 (or alternate preparatory activities)

Wide Wings pages 125-140

Preparatory Book page 58 (or alternate activities) comprises a comprehension test based on pages 125-140 in *Wide Wings*

Preparatory Book pages 59-63 (or alternate preparatory activities)

Wide Wings pages 141-155

Preparatory Book page 64 (or alternate activities) comprises a comprehension test based on pages 141-155 in *Wide Wings*

Preparatory Book pages 65-67 (or alternate preparatory activities)

Wide Wings pages 156-166

Preparatory Book page 68 (or alternate activities) comprises a comprehension test based on pages 156–166 in *Wide Wings*.

Related activities

The children may locate the countries and the localities mentioned in the stories on a large wall map or globe.

The children may help to trace the route the Pilgrims took on their way to America across the Atlantic Ocean. The children may trace the route of the Overland Trail.

The children may build or draw a replica of the first settlement at Plymouth. They should use the pictures and stories in their Reader and explore other illustrative materials to find the pictures of the log cabins and stockades they will wish to build.

The children may dress dolls in Indian and Pilgrim costumes and place the dolls in the replica of the first settlement.

The class may make a class booklet about Pilgrim children. Each member of the class may contribute to the story and illustrate it. In connection with this work the children should reread the material in the Reader and should also read many additional books, so that their stories will be authentic.

The children may build a small covered wagon. They should study the pictures in the story about the Overland Trail to find out how the covered wagon should look.

Throughout the work of the unit the teacher should stress the wild, unsettled character of the country during the early days of pioneering and should discuss the bravery of the early settlers in bringing their families to the New World to make new homes.

Unit IV — Part 1

A. PREPARATORY BOOK PAGES 51–57 (PREPARATION FOR PAGES 125–140 IN “WIDE WINGS”)

Page 51

New Words

America	map
English	New England
Holland	

Minimum repetition

America:	<i>Preparatory Book</i> , pages 51, 51, 51. <i>Wide Wings</i> , pages 126, 126, 178.
English:	<i>Preparatory Book</i> , pages 51, 53, 58. <i>Wide Wings</i> , pages 127, 127, 127.
Holland:	<i>Preparatory Book</i> , pages 51, 52, 52. <i>Wide Wings</i> , pages 127, 127, 127.
*map:	<i>Preparatory Book</i> , pages 51, 59, 59.
New England:	<i>Preparatory Book</i> , pages 51, 51, 59. <i>Wide Wings</i> , pages 126, 127, 183.

The work of the exercise on page 51 should preferably be done under the teacher's supervision. The teacher should discuss the use of maps and show the children different types of maps. She should encourage them to draw a map of the schoolroom or of the schoolyard. When the children understand the use of maps they may turn to page 51. The teacher may discuss the map and explain that this map covers a large area of the world. She may tell them that the text of the page will help them to understand the map. The children may read the material silently and under the teacher's supervision follow the directions. The teacher may find it advisable to tell the children the proper names presented on this page.

Alternate preparatory activities

The teacher may work with small groups of children for the specific work of page 51 of the *Preparatory Book*. She may precede the work with a general discussion similar to the one described above. Small groups of children may then look at page 51 of the teacher's copy of the *Preparatory Book* and read the text and follow the directions. The children should work under the teacher's careful supervision. The teacher may find it advisable to tell the children the proper names presented in this lesson.

* *Map* is a "technical" word in that its understanding is essential to the child's successful progress in the *Preparatory Book*.

born	meetings
church	Pilgrims
God	worship

Minimum repetition

born:	<i>Preparatory Book</i> , pages 52, 52, 85. <i>Wide Wings</i> , pages 126, 285, 285.
church:	<i>Preparatory Book</i> , pages 52, 52, 52. <i>Wide Wings</i> , pages 127, 127, 140.
God:	<i>Preparatory Book</i> , pages 52, 52, 52. <i>Wide Wings</i> , pages 128, 140, 140.
meetings:	<i>Preparatory Book</i> , pages 52, 52, 52. <i>Wide Wings</i> , pages 131, 133, 165.
Pilgrims:	<i>Preparatory Book</i> , pages 52, 52, 52. <i>Wide Wings</i> , pages 126, 127, 127.
worship:	<i>Preparatory Book</i> , pages 52, 52, 52. <i>Wide Wings</i> , pages 128, 140, 140.

The children may read the text and answer the questions. If the children wish to write more comprehensive and detailed answers they may write their answers on another piece of paper. The teacher should encourage the children to work out the new words from the context clues; however, she should promptly assist any child who has difficulty in working out a new word and may find it advisable to tell the children the proper names presented on this page.

Alternate preparatory activities

The teacher may print on the blackboard the story presented on page 52 of the *Preparatory Book*. The children may read the story silently, working out the new words from the context.

The teacher should promptly assist any child who has difficulty with the vocabulary and may find it advisable to tell the children the proper names presented in this lesson.

The teacher may then read the questions orally. The children may write their answers on their papers. When this work has been completed, the children may reread the story and draw pictures to illustrate it.

Page 53

New Words

danger	passengers
eight	Plymouth
Mayflower	town

Minimum repetition

danger:	<i>Preparatory Book</i> , pages 53, 62, 68. <i>Wide Wings</i> , pages 128, 130, 157.
eight:	<i>Preparatory Book</i> , pages 53, 58, 58. <i>Wide Wings</i> , pages 130, 130, 130.
Mayflower:	<i>Preparatory Book</i> , pages 53, 53, 53. <i>Wide Wings</i> , pages 128, 129, 129.
passengers:	<i>Preparatory Book</i> , pages 53, 53, 53. <i>Wide Wings</i> , pages 130, 130, 130.
Plymouth:	<i>Preparatory Book</i> , pages 53, 53, 54. <i>Wide Wings</i> , pages 131, 131, 131.
town:	<i>Preparatory Book</i> , pages 53, 53, 54. <i>Wide Wings</i> , pages 131, 131, 132.

. The children may read the text and follow the directions. The teacher may find it advisable to assist the children in working out the new vocabulary and may tell the children the proper names presented on this page.

The teacher may encourage the children to read the story before following the directions.

Alternate preparatory activities

The teacher may print on the blackboard the directions found on page 53 of the Preparatory Book. She may then read aloud the story found on page 53. The children may read the directions and draw pictures in accordance with the directions, and they may plan to tell the stories suggested in the directions. These stories may be written on blank paper and bound together to form a class booklet. The stories may be illustrated by the children.

Page 54

New Words

died	sick
grains	somehow
meals	Squanto
raise	thanksgiving
sea	

Minimum repetition

died:	<i>Preparatory Book</i> , pages 54, 85, 85. <i>Wide Wings</i> , pages 132, 139, 161.
grains:	<i>Preparatory Book</i> , pages 54, 54, 62. <i>Wide Wings</i> , pages 135, 135, 181.
meals:	<i>Preparatory Book</i> , pages 54, 85, 85. <i>Wide Wings</i> , pages 138, 139, 140.
raise:	<i>Preparatory Book</i> , pages 54, 88, 88. <i>Wide Wings</i> , pages 221, 233, 275.
sea:	<i>Preparatory Book</i> , pages 54, 93, 93. <i>Wide Wings</i> , pages 224, 229, 233.
sick:	<i>Preparatory Book</i> , pages 54, 85, 85. <i>Wide Wings</i> , pages 132, 139, 165.

- somehow: *Preparatory Book*, pages 54, 82, 82.
 Wide Wings, pages 208, 211, 279.
- Squanto: *Preparatory Book*, pages 54, 54, 54.
 Wide Wings, pages 134, 134, 134.
- thanksgiving: *Preparatory Book*, pages 54, 58, 85.
 Wide Wings, pages 139, 140, 140.

The children may read the text and follow the directions for page 54. They may work out the new words from the context. If a child has difficulty in working out a word, the teacher should assist him promptly.

Re-use of Preparatory Book page 54

The children may reread the story found on page 54 and draw pictures to illustrate parts of the story.

Alternate preparatory activities

The teacher may print the following text on the blackboard:

The Pilgrims had not learned how to hunt. Though the forest was full of animals and the sea was full of fish, the Pilgrims had only the food which they had brought with them.

When that food was gone, there would be no more meals for the Pilgrims. There were no vegetables or grains because the Pilgrims could not plant them until spring.

Many of the Pilgrims became sick. Some of them died, but somehow the Pilgrims got through the first winter.

The next spring Squanto, an Indian friend, showed the Pilgrims how to raise grain and food. At last the Pilgrims had food and they gave a great feast of thanksgiving.

The children may read the text silently and the teacher may ask the questions presented on page 54 of the Preparatory Book.

Page 55

New Words

cannons	nineteen
fastened	ninety
fort	thirty-nine
furniture	wolves

Minimum repetition

cannons:	<i>Preparatory Book</i> pages 55, 58, 74. <i>Wide Wings</i> , pages 137, 137, 137.
fastened:	<i>Preparatory Book</i> , pages 55, 55, 55. <i>Wide Wings</i> , pages 138, 149, 242.
fort:	<i>Preparatory Book</i> , pages 55, 58, 71. <i>Wide Wings</i> , pages 137, 137, 137.
furniture:	<i>Preparatory Book</i> , pages 55, 58, 85. <i>Wide Wings</i> , pages, 138, 138, 227.
nineteen:	<i>Preparatory Book</i> , pages 55, 58, 85. <i>Wide Wings</i> , pages 130, 136, 260.
ninety:	<i>Preparatory Book</i> , pages 55, 58, 61. <i>Wide Wings</i> , pages 129, 129, 130.

- thirty-nine: *Preparatory Book*, pages 55, 58, 127.
Wide Wings, pages 130, 130, 313.
- wolves: *Preparatory Book*, pages 55, 61, 82.
Wide Wings, pages 136, 136, 136.

The children may read the text of page 55, working out the new words from the pictures.

Alternate preparatory activities

The teacher may print on the blackboard the introductory exercises presented on page 55 of the *Preparatory Book*. She may find or draw simple pictures similar in type to those presented on page 55. The children may read the text and examine the pictures. They may select the correct identifying words and sentences.

Page 56

New Words

candles	molds
common	seem
iron	wax

Minimum repetition

- candles: *Preparatory Book*, pages 56, 56, 56.
Wide Wings, pages 139, 139, 146.
- common: *Preparatory Book*, pages 56, 85, 85.
Wide Wings, pages 131, 131, 131.
- iron: *Preparatory Book*, pages 56, 56, 56.
Wide Wings, pages 138, 139, 146.
- molds: *Preparatory Book*, pages 56, 56, 56.
Wide Wings, pages 139, 146, 146.
- seem: *Preparatory Book*, pages 56, 86, 86.
Wide Wings, pages 172, 179, 188.
- wax: *Preparatory Book*, pages 56, 56, 56.
Wide Wings, pages 139, 146, 320.

The children may read the text and follow the directions. The children may work out the new words from the context. The teacher may find it advisable to tell the children the new word *molds*.

Re-use of Preparatory Book page 56

The children may reread the story found on page 56 of the Preparatory Book and draw pictures to illustrate the story.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 56 of the Preparatory Book. The children may read the material silently, working out the new words as they read. The teacher may find it advisable to tell the children the new word *molds*. When this work has been completed the teacher may print on the blackboard the words given in the multiple choice on page 56 of the Preparatory Book. The teacher may then read orally each incomplete sentence and the children may write on their papers the words which correctly complete the sentences.

Page 57

New Words

furs	traded
measure	

Minimum repetition

furs:	<i>Preparatory Book</i> , pages 57, 57, 57. <i>Wide Wings</i> , pages 133, 133, 204.
measure:	<i>Preparatory Book</i> , pages 57, 57, 57. <i>Wide Wings</i> , pages 129, 129, 186.
traded:	<i>Preparatory Book</i> , pages 57, 57, 85. <i>Wide Wings</i> , pages 133, 133, 134.

The children may read the text on page 57 and follow the directions. The children may discuss their answers. The teacher may find it advisable to tell the children the new word *measure*, if the children are unable to work it out from the phonetic clues.

Re-use of Preparatory Book page 57

The children may reread the story on page 57 of the Preparatory Book. They may draw pictures to illustrate the story.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises found on page 57 of the Preparatory Book. The children may read each exercise silently and follow the directions. The teacher may find it advisable to modify some of the directions so that the children will write their answers on their papers.

B. "WIDE WINGS," PAGES 125-140

When the children have completed the work of Preparatory Book pages 51-57, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 125-140 in *Wide Wings*.

When the children have read pages 125-140 in *Wide Wings*, the teacher should administer the comprehension test on page 58 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 125-140

Before the children begin the work in the Reader, they may review quickly the material on pages 51-57 of the Preparatory Book. As the children mention the facts that they have learned from these pages, the teacher may print them on the blackboard and the children may reread the sentences found on the blackboard.

The children may read the story on pages 125-140 of *Wide Wings*. The story should, of course, be read silently first. If the teacher feels it advisable, she may divide the story into parts, dividing the story at logical points.

When the children have read the story silently, the teacher may ask the following questions:

1. Why did the Pilgrims go to Holland?
2. Why did the Pilgrims leave Holland?
3. Where did the Pilgrims decide to go?
4. Why did they decide to go to the New World?
5. Describe the trip on the Mayflower.
6. Tell about the Pilgrims' first winter in the New World.
7. Tell what Squanto did for the Pilgrims.
8. Why did the Pilgrims decide to have a day of thanksgiving?

Page 58

C. PREPARATORY BOOK PAGE 58

When the children have read the material on pages 125-140 in *Wide Wings* they may read the questions presented in the comprehension test on page 58 of the Preparatory Book and select the correct answers.

Alternate activities

The teacher may print on the blackboard the words found in the multiple choice on page 58 of the Preparatory Book. The teacher may then read aloud the questions found on page 58. The children may select the correct answers to the questions and write them on their papers.

Unit IV — Part 2

A. PREPARATORY BOOK PAGES 59-63 (PREPARATION FOR PAGES 141-155 IN "WIDE WINGS")

Page 59

New Words

Bath
Harriman
Jaasiel
mark

Mercy
New Hampshire
settlers

Minimum repetition

Bath:	<i>Preparatory Book</i> , pages 59, 59, 62. <i>Wide Wings</i> , pages 142, 143, 145.
Harriman:	<i>Preparatory Book</i> , pages 59, 59, 59. <i>Wide Wings</i> , pages 141, 142, 142.
Jaasiel:	<i>Preparatory Book</i> , pages 59, 59, 62. <i>Wide Wings</i> , pages 142, 143, 143.
mark:	<i>Preparatory Book</i> , pages 59, 65, 65. <i>Wide Wings</i> , pages 155, 329, 329.
Mercy:	<i>Preparatory Book</i> , pages 59, 59, 63. <i>Wide Wings</i> , pages 141, 141, 141.
New Hampshire:	<i>Preparatory Book</i> , pages 59, 59, 60. <i>Wide Wings</i> , pages 142, 143, 144.
settlers:	<i>Preparatory Book</i> , pages 59, 62, 63. <i>Wide Wings</i> , pages 143, 144, 154.

The teacher should remind the children of the previous map work which they have done. The children may read the text and follow the directions. They may work out the new words from the context. The teacher may find it advisable, however, to tell the children the proper names introduced on this page.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 59 of the teacher's copy of the *Preparatory Book*. The children may read the material silently and indicate how they would follow the directions.

When this work has been completed the children may draw and color pictures of Jaasiel Harriman and his wife and children.

acres	oxen
cabin	shore
memory	valley
mill	

Minimum repetition

acres:	<i>Preparatory Book</i> , pages 60, 60, 63. <i>Wide Wings</i> , pages 144, 144, 144.
cabin:	<i>Preparatory Book</i> , pages 60, 60, 60. <i>Wide Wings</i> , pages 141, 141, 142.
memory:	<i>Preparatory Book</i> , pages 60, 60, 60. <i>Wide Wings</i> , pages 154, 155, 214.
mill:	<i>Preparatory Book</i> , pages 60, 61, 85. <i>Wide Wings</i> , pages 142, 145, 153.
oxen:	<i>Preparatory Book</i> , pages 60, 61, 62. <i>Wide Wings</i> , pages 143, 143, 155.
shore:	<i>Preparatory Book</i> , pages 60, 81, 81. <i>Wide Wings</i> , pages 143, 143, 159.
valley:	<i>Preparatory Book</i> , pages 60, 60, 60. <i>Wide Wings</i> , pages 143, 160, 164.

The children may read the text of the introductory exercise presented on page 60 of the *Preparatory Book*. The children may work out the new words from the context although the teacher should promptly assist any child who is having difficulty.

Re-use of *Preparatory Book* page 60

The children may reread the story on page 60 and draw pictures to illustrate the various parts of the story.

Alternate preparatory activities

The teacher may print the following text on the blackboard:

I remember many things that happened when I was a boy. One of the finest things in my memory was a visit to Grandfather's farm. Grandfather owned a big farm.

There were many acres of land which lay in a valley between two high mountains. Running through the farm was a tiny river. Near the shore of the river was the cabin in which my grandfather had been born. Close by stood an old mill.

Draw a picture of Grandfather's farm.

The children may read the text and follow the directions.

Page 61*New Words*

apron	shawl
daughter	tablet
fifty	washtub

Minimum repetition

apron:	<i>Preparatory Book</i> , pages 61, 62, 64. <i>Wide Wings</i> , pages 152, 153, 155.
daughter:	<i>Preparatory Book</i> , pages 61, 62, 116. <i>Wide Wings</i> , pages 155, 302, 310.
fifty:	<i>Preparatory Book</i> , pages 61, 63, 85. <i>Wide Wings</i> , pages 144, 144, 154.

- shawl: *Preparatory Book*, pages 61, 85, 115.
 Wide Wings, pages 146, 151, 151.
- tablet: *Preparatory Book*, pages 61, 62, 64.
 Wide Wings, pages 155, 155, 155.
- washtub: *Preparatory Book*, pages 61, 63, 64.
 Wide Wings, pages 148, 148, 150.

The children may read and follow the directions for this page. They may work out the new words from the context clues and the pictures. If the child has difficulty in working out a new word the teacher should, of course, assist him promptly.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 61 in the teacher's copy of the *Preparatory Book*. They may read each pair of phrases and select the phrase which correctly identifies each picture. When this work has been completed the teacher may print on the blackboard the correct phrases. The children may read the phrases silently and draw pictures to illustrate the phrases.

Page 62

No New Words

This page is designed to review vocabulary previously acquired, to give practice in observing significant parts of words and to review certain familiar phonograms, as well as to present the phonogram *ore*.

The children may follow the directions on page 62. At this time the teacher may review the familiar phonograms *ch*, *ow* (as in *cowboy*), *in*, *gr*, *er*, *et* and *en*. The teacher may also present the phonogram *ore*.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words and the incomplete sentences found in the exercise on page 62 of the *Preparatory Book*. The teacher may read the directions

orally. The children may find the word elements in the groups of words. They may then write the correct completing words on their papers.

Page 63

New Words

law

sneezed

raw

Minimum repetition

law: *Preparatory Book*, pages 63, 63, 85.

Wide Wings, pages 144, 144, 144.

raw: *Preparatory Book*, pages 63, 85, 103.

Wide Wings, pages 150, 150, 245.

sneezed: *Preparatory Book*, pages 63, 64, 74.

Wide Wings, pages 150, 150, 275.

The children may read the text of page 63, working out the new words from the context. If any child has difficulty with a word, the teacher should assist him promptly.

Re-use of Preparatory Book page 63

The children may reread the text found on page 63 and draw pictures to illustrate the various parts of the story.

Alternate preparatory activities

The teacher may read the story found on page 63 of the *Preparatory Book*. The children may discuss the story when the teacher has read it. The teacher may then print on the blackboard the questions and directions found on page 63 of the *Preparatory Book*. The children may answer the questions and follow the directions. When this work has been completed, the children may draw pictures to illustrate the various parts of the story.

B. "WIDE WINGS," PAGES 141-155

When the children have completed the work of Preparatory Book pages 59-63, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 141-155 in *Wide Wings*.

When the children have read the material on pages 141-155 in *Wide Wings*, the teacher may administer the comprehension test found on page 64 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 141-155

Before the children begin to read the story on these pages, the teacher may tell them something about the settlement of the New England States. The teacher should call the children's attention to the map on page 59 of the Preparatory Book, and may tell the children that they are about to read a story about New Hampshire and the journey that the Harriman family made to New Hampshire. The teacher may encourage the children to look at the pictures for this story and discuss them.

The children may read the story silently. If any child has difficulty, the teacher should assist him promptly and tactfully.

When the children have read the material silently they may reread it both silently and orally, to plan a play. The class may be divided into groups or committees which will take charge of the various projects involved in dramatizing the story.

Enrichment activities

The teacher should read many stories and poems to the children. She will find many suitable poems and stories suggested in the list at the end of this unit. Particularly recommended is La Rue's "Hoot Owl" (Macmillan).

The children may make a mural showing early life in this country.

C. PREPARATORY BOOK PAGE 64

Page 64

No New Words

When the children have read the material on pages 141-155 in *Wide Wings*, they may read and answer the questions presented on page 64 of the Preparatory Book.

Alternate preparatory activities

The teacher may read aloud the questions found on page 64 of the Preparatory Book. The children may answer the questions orally and verify their answers in the story.

Unit IV — Part 3

A. PREPARATORY BOOK PAGES 65-67 (PREPARATION FOR PAGES 156-166 IN "WIDE WINGS")

Page 65

New Words

Adair	exciting
California	journey
circle	Overland
corner	trail

Minimum repetition

Adair:	<i>Preparatory Book</i> , pages 65, 66, 119. <i>Wide Wings</i> , pages 162, 166, 166.
California:	<i>Preparatory Book</i> , pages 65, 65, 65. <i>Wide Wings</i> , pages 160, 160, 165.
circle:	<i>Preparatory Book</i> , pages 65, 65, 68. <i>Wide Wings</i> , pages 157, 204, 256.
corner:	<i>Preparatory Book</i> , pages 65, 73, 75. <i>Wide Wings</i> , pages 166, 166, 179.

- exciting: *Preparatory Book*, pages 65, 85, 94.
Wide Wings, pages 156, 157, 274.
- journey: *Preparatory Book*, pages 65, 65, 65.
Wide Wings, pages 157, 161, 165.
- Overland: *Preparatory Book*, pages 65, 65, 66.
Wide Wings, pages 157, 161, 164.
- trail: *Preparatory Book*, pages 65, 65, 65.
Wide Wings, pages 157, 157, 157.

The teacher may explain to the children that on page 65 of the *Preparatory Book* is a picture map of the United States. She may show the children the approximate location of their own community.

The teacher may tell the children that they are going to read in the *Preparatory Book* and in their Readers about a family that went from New England to California on the Overland Trail. The teacher should ask the children to find the Overland Trail on the map.

The children should read the text presented on page 65 of the *Preparatory Book* and follow the directions. They may work out the new words from the context, but the teacher will probably find it advisable to tell the children the proper names.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 65 of the teacher's copy of the *Preparatory Book*. The teacher may explain the map on page 65. The children may read the text silently and indicate how they would follow the directions. When this work has been completed, the children may draw pictures of covered wagons.

Page 66

New Words

camp	outdoors
coverlet	Richard
Ellen	trade
Hugh	

Minimum repetition

camp:	<i>Preparatory Book</i> , pages 66, 66, 66. <i>Wide Wings</i> , pages 158, 165, 242.
coverlet:	<i>Preparatory Book</i> , pages 66, 68, 85. <i>Wide Wings</i> , pages 160, 160, 160.
Ellen:	<i>Preparatory Book</i> , pages 66, 66, 66. <i>Wide Wings</i> , pages 156, 157, 160.
Hugh:	<i>Preparatory Book</i> , pages 66, 85, 85. <i>Wide Wings</i> , pages 156, 158, 158.
outdoors:	<i>Preparatory Book</i> , pages 66, 75, 82. <i>Wide Wings</i> , pages 167, 172, 181.
Richard:	<i>Preparatory Book</i> , pages 66, 66, 68. <i>Wide Wings</i> , pages 156, 156, 157.
trade:	<i>Preparatory Book</i> , pages 66, 66, 85. <i>Wide Wings</i> , pages 158, 158, 245.

The children may read the text silently and follow the directions. They may work out the new words from the context, although the teacher will probably find it advisable to tell the children the proper names presented on this page.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercises presented on page 66 of the *Preparatory Book*. She may modify the directions so that the children will draw pictures to illustrate the groups of sentences. The teacher will probably find it advisable to tell the children the proper names presented in this exercise but she should encourage the children to work out the new vocabulary independently.

Page 67

*New Words*crow
dustsign
yourself

Minimum repetition

- crow: *Preparatory Book*, pages 67, 67, 69.
 Wide Wings, pages 171, 171, 181.
- dust: *Preparatory Book*, pages 67, 67, 85.
 Wide Wings, pages 160, 164, 227.
- sign: *Preparatory Book*, pages 67, 67, 85.
 Wide Wings, pages 162, 162, 166.
- yourself: *Preparatory Book*, pages 67, 85, 85.
 Wide Wings, pages 162, 166, 305.

The children may read the text on page 67 and follow the directions. During the work the teacher should stress the value of finding familiar word parts in new words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises presented on page 67 of the *Preparatory Book*. The children may read the text and follow the directions. If the teacher prefers the children may write the correct words on their papers.

B. "WIDE WINGS," PAGES 156-166

When the children have completed the work of *Preparatory Book* pages 65-67, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 156-166 in *Wide Wings*.

When the children have read the material on pages 156-166 in *Wide Wings* the teacher may

administer the comprehension test found on page 68 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 156-166

Before the children begin to read the material in the Reader, the teacher may review the exercise on page 59 of the Preparatory Book. The children should study the map again and trace the route of the Overland Trail. The teacher may tell the children that they are going to read a story about a family who migrated to California many years ago. The teacher may discuss with the children the modes of transportation which were in use before the coming of the railroad. She may tell the children a little about the dangers that faced the early migrators to California, and should stress the time needed to make the journey.

The children may read the material on pages 156-166 silently.

When the children have read the material silently they may discuss it and may answer the following questions:

1. What was the home on wheels?
2. Describe the covered wagon in which the Adair family went to California.
3. Tell about Richard's adventure with the Indians.
4. Describe the dangers which the travelers faced on their long journey to California.
5. Explain why the wagons had to be made lighter.
6. Why didn't Ellen say anything when she found her grandmother's coverlet on the bed of one of the settlers?
7. What is "the law of the trail"?

Enrichment activities

The children may tell the story in their own words.

They may discuss Ellen's bravery and good sportsmanship.

The children may read orally their favorite part or description.

The children may read other stories of the westward movement. The teacher will find many such stories listed at the end of this unit.

The children may find out about various methods of traveling. They may find out the length of time it takes to go from New York to California by train, boat and airplane. They may compare these times with each other and with the amount of time that it took the early settlers to travel by covered wagon.

C. PREPARATORY BOOK PAGE 68

Page 68

No New Words

This page is designed to test the child's comprehension and recall of material he has read on pages 156-166 in *Wide Wings*. The teacher should explain carefully the technique involved in the exercise. When she is sure the children understand the technique involved, she should encourage the children to work out the page independently.

Alternate activities

The teacher may print on the blackboard the group of sentences found in the comprehension test on page 68 of the Preparatory Book. She may explain the technique involved and encourage the children to match the endings and beginnings. The children may write the correct numbers on their papers.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Bass.	<i>Stories of Pioneer Life.</i>	Heath.
Blaisdell.	<i>Log Cabin Days.</i>	Little.
Pumphrey.	<i>Pilgrim Stories.</i>	Rand.

Other books to read

Bailey.	<i>When Grandfather Was a Boy.</i>	Ginn.
Brock.	<i>Drusilla.</i>	Macmillan.
Dalgliesh.	<i>America Begins.</i>	Scribner.
Dalgliesh.	<i>America Travels.</i>	Macmillan.
Eggleston.	<i>Stories of American Life and Adventure.</i>	American Book.
Meigs.	<i>Willow Whistle.</i>	Macmillan.
Perkins.	<i>American Twins of 1812.</i>	Houghton.
	<i>Pioneer Twins.</i>	
	<i>Puritan Twins.</i>	
Potter.	<i>Christopher Columbus, the Story of a Great Adventure.</i>	Oxford.
Smith.	<i>The Story of Pocahontas and Captain John Smith.</i>	Houghton.
Stone and Fickett.	<i>Everyday Life in the Colonies.</i>	Heath.
Wilder.	<i>Little House in the Big Woods.</i>	Harper.

Poems to be read to the children

- "America for Me," by Van Dyke, from *Silver Pennies* (Macmillan).
- "Great-Uncle Willie," from *The Pointed People*, by Field (Macmillan).
- "Old Houses," from *The Pointed People*, by Field (Macmillan).
- "The Flag Goes By," by Bennet, from *Home Book of Verse* (Holt).
- "The Landing of the Pilgrim Fathers," by Stevenson, from *Home Book of Verse* (Holt).
- "The Old Coach Road," from *Taxis and Toadstools*, by Field (Doubleday).
- "The Sampler," from *The Pointed People*, by Field (Macmillan).

Suitable games

Bancroft.

Games (Old Woman from the Woods).

Macmillan.

Games (Stage Coach).**Recommended films**

Mohawk Valley.

Eastman Classroom Films.

Overland to California.

Eastman Classroom Films.

Chapter VI

DAILY LESSON PLANS FOR UNIT V—"LOOK AROUND OUTDOORS"

Topic

As the title suggests, the materials of this unit deal with those things which most children can learn about if they observe nature carefully. The stories of this unit are not to be considered complete studies of the topics presented. On the contrary, they are included to stimulate the child's curiosity in many aspects of outdoor life. Wide reading, extensive research and careful observation are expected to the end that the child's knowledge will be increased and his understanding of the things about him will grow.

The fifth unit comprises pages 167-208 in *Wide Wings* and pages 69-86 in the Preparatory Book. The sequence of lessons is as follows:

Preparatory Book pages 69-71 (or alternate preparatory activities)

Wide Wings pages 167-173

Preparatory Book page 72 (or alternate activities) comprises a comprehension test based on pages 167-173 in *Wide Wings*

Preparatory Book pages 73-75 (or alternate preparatory activities)

Wide Wings pages 174-182

Preparatory Book page 76 (or alternate activities) comprises a comprehension test based on pages 174-182 in *Wide Wings*

Preparatory Book pages 77-78 (or alternate preparatory activities)

Wide Wings pages 183-190

Preparatory Book page 79 (or alternate preparatory activities)

Wide Wings pages 191-195

Preparatory Book page 80 (or alternate activities) comprises a comprehension test based on pages 191-195 in *Wide Wings*

Preparatory Book pages 81–83 (or alternate preparatory activities)

Wide Wings pages 196–208

Preparatory Book page 84 (or alternate activities) comprises a comprehension test based on pages 196–208 in *Wide Wings*

Preparatory Book pages 85–86 (or alternate activities) comprise vocabulary tests based on Units IV and V.

Related activities

Many acceptable and educative activities will suggest themselves to the teacher and to the children. The activity which may most beneficially follow the reading of the story will depend, of course, upon the season of the year at which the children read the various stories. If the material is read in the wintertime, the children may plan a feeding station for the winter birds. If the material is read in the spring or in the fall, the children may take bird trips and observe the birds in their locality.

The children may plant a vegetable garden or a flower garden in the schoolgrounds, if the season is appropriate; otherwise they may plan to have a window garden. The teacher may refer the children to "The Green Finger," in *We Grow Up*. The children and the teacher will also find Wodell's *Beginning to Garden* (Macmillan) very helpful in planning a window garden.

The children may draw pictures of flowers, plants and trees. If possible they should collect specimens of leaves and flowers. The children should plan to make a leaf book for the library table. This leaf book may include pictures of leaves common in the locality or actual pressed leaves which the children have collected. Under the pictures the children may write descriptive texts.

If the children desire, they may make bird houses. These may be placed in the children's yards or in the schoolyard. The children should observe the nesting habits of the birds, if the stories are read during the nesting season. If the season is appropriate the children may collect various seeds. These seeds may be identified and a picture book of seeds may be made for the library table.

The unit offers many opportunities for the study of animals. Some children may enjoy making a rather detailed study of them. Other children may prefer to acquire a wider knowledge of several different types of wild animals. The teacher should encourage the desire for the wider knowledge rather than that for a more specific and detailed knowledge of animals.

If possible, the children should visit a zoo and observe the animals.

The children may find out about the different types of homes that animals make. Such a study may include the beaver house and the snail's shell.

Unit V—Part 1

A. PREPARATORY BOOK PAGES 69–71 (PREPARATION FOR PAGES 167–173 IN “WIDE WINGS”)

Page 69

New Words

bluebird	oriole
jay	squawks
mocking	swallow
naughtiest	warbler

Minimum repetition

bluebird:	<i>Preparatory Book</i> , pages 69, 69, 72. <i>Wide Wings</i> , pages 170, 170, 170.
jay:	<i>Preparatory Book</i> , pages 69, 69, 71. <i>Wide Wings</i> , pages 168, 168, 168.
mocking:	<i>Preparatory Book</i> , pages 69, 69, 72. <i>Wide Wings</i> , pages 171, 172, 172.
naughtiest:	<i>Preparatory Book</i> , pages 69, 69, 69. <i>Wide Wings</i> , pages 171, 173, 187.
oriole:	<i>Preparatory Book</i> , pages 69, 69, 72. <i>Wide Wings</i> , pages 170, 170, 170.

- squawks: *Preparatory Book*, pages 69, 69, 69.
 Wide Wings, pages 168, 169, 171.
- swallow: *Preparatory Book*, pages 69, 69, 72.
 Wide Wings, pages 172, 172, 172.
- warbler: *Preparatory Book*, pages 69, 69, 72.
 Wide Wings, pages 173, 173, 173.

The work on page 69 of the *Preparatory Book* should be done under the teacher's supervision. The children may read the material silently, working out the new words. The teacher should assist the children in working out the names of the birds.

When the children have read the material silently they may read the questions and follow the directions.

Re-use of Preparatory Book page 69

The teacher may obtain pictures of the various birds described on page 69 of the *Preparatory Book*. The children may examine the pictures and compare the descriptions with the pictures. The children may read the descriptions silently and may draw pictures to illustrate the birds described.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 69 of the *Preparatory Book*. The children may read the story silently with the teacher's assistance. The children may then read the questions and follow the directions.

Page 70

New Words

alike	half
carefully	mouthful
feeds	parents
fluttered	

Minimum repetition

- alike: *Preparatory Book*, pages 70, 70, 70.
 Wide Wings, pages 170, 170, 172.
- carefully: *Preparatory Book*, pages 70, 71, 73.
 Wide Wings, pages 168, 198, 198.
- feeds: *Preparatory Book*, pages 70, 75, 86.
 Wide Wings, pages 173, 173, 229.
- fluttered: *Preparatory Book*, pages 70, 71, 72.
 Wide Wings, pages 169, 171, 197.
- half: *Preparatory Book*, pages 70, 71, 86.
 Wide Wings, pages 173, 173, 188.
- mouthful: *Preparatory Book*, pages 70, 71, 86.
 Wide Wings, pages 169, 169, 214.
- parents: *Preparatory Book*, pages 70, 71, 72.
 Wide Wings, pages 171, 171, 172.

The children may read and follow the directions for page 70. Since a new type of technique is involved in this exercise, the teacher may find it advisable to explain the technique to the children. When the teacher is very sure that the children understand the technique involved, they may proceed independently.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 70 of the *Preparatory Book*. When she has explained the technique involved in the exercise, the children may read and follow the directions.

Page 71

New Words

lovely
park

slipping
sort

Minimum repetition

- lovely: *Preparatory Book*, pages 71, 71, 73.
 Wide Wings, pages 169, 218, 229.
- park: *Preparatory Book*, pages 71, 71, 73.
 Wide Wings, pages 177, 251, 251.
- slipping: *Preparatory Book*, pages 71, 71, 72.
 Wide Wings, pages 168, 168, 199.
- sort: *Preparatory Book*, pages 71, 71, 89.
 Wide Wings, pages 169, 170, 215.

The children may read and follow the directions for page 71 of the *Preparatory Book*. During the work with this exercise, the teacher should stress the value of finding familiar words and word parts in other words. The teacher may review the phonogram *ly*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises found on page 71 of the *Preparatory Book*. The children may read and follow the directions. The teacher may, if she wishes, modify the directions so that the children will write the correct answers on their papers.

B. "WIDE WINGS," PAGES 167-173

When the children have completed the work of *Preparatory Book* pages 69-71, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 167-173 in *Wide Wings*.

When the children have read pages 167-173 in *Wide Wings*, the teacher may administer the comprehension test found on page 72 of the *Preparatory Book*. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 167-173

Before the children read the material on these pages, the teacher may review quickly page 69 of the Preparatory Book. The children should recall the names and characteristics of the birds which were described on this page. The teacher may tell them that the next story in their Readers will tell them about the birds described on page 69 of the Preparatory Book.

Teacher: Sometimes we read stories just for fun. Sometimes stories will tell us important facts that we would like to know. The next story in our Reader will tell us about many birds. When we read a story to find out important facts we must read it much more attentively than we might read a funny story. Why do you think we must read a story so carefully when we are trying to find out important facts?

Do you think we will read this new story as quickly as we read humorous stories? Why do you think we should read this story more slowly?

The teacher should gradually make the children aware of the various rates of reading which skillful readers customarily employ, and the general purposes for which the various types of reading may be used. Detailed analysis of various types of reading need not be made by the children, but the children should be conscious of the fact that the various types and rates of reading can be profitably used for many purposes.

The children may read the material on pages 167-173 silently. When they have read the story silently they may look at the pictures again and discuss the birds that they have read about in the story.

Enrichment activities

Each child may prepare to report on one of the birds described in the story. The children may compare the information given in the story with their own observation of birds.

The children may find pictures and additional reading materials related to the birds mentioned in the story.

The children may prepare to tell about other birds that are common in their locality.

A bulletin board may be devoted to items about the birds, particularly about birds that have been observed by the children.

C. PREPARATORY BOOK PAGE 72

Page 72

No New Words

When the children have read pages 167–173 in *Wide Wings*, they may read the riddles presented on page 72 of the Preparatory Book. When the children have selected the bird described in each riddle, the teacher may suggest that they reread quickly the story in the Reader to verify their selection of birds.

Alternate preparatory activities

The teacher may print on the blackboard the words presented in the multiple choice on page 72 of the Preparatory Book. The teacher may read aloud the riddles found on page 72. The children may guess which bird each riddle is about and write the names of the birds on their papers.

The teacher may suggest that the children reread quickly the story in *Wide Wings* in order to verify their answers. The children may draw pictures to illustrate the riddles.

Unit V — Part 2

A. PREPARATORY BOOK PAGES 73–75 (PREPARATION FOR PAGES 174–182 IN “WIDE WINGS”)

Page 73

New Words

crackers	pay
flat	prickly
folds	promise

Minimum repetition

crackers:	<i>Preparatory Book</i> , pages 73, 77, 86. <i>Wide Wings</i> , pages 185, 185, 186.
flat:	<i>Preparatory Book</i> , pages 73, 74, 94. <i>Wide Wings</i> , pages 178, 186, 191.

- folds: *Preparatory Book*, pages 73, 79, 86.
 Wide Wings, pages 195, 195, 219.
 pay: *Preparatory Book*, pages 73, 76, 119.
 Wide Wings, pages 181, 181, 181.
 prickly: *Preparatory Book*, pages 73, 86, 86.
 Wide Wings, pages 179, 179, 180.
 promise: *Preparatory Book*, pages 73, 86, 86.
 Wide Wings, pages 184, 294, 294.

The children may follow the directions for page 73, working out the new words from the phonetic clues. During this work the teacher may review the familiar phonograms *ay*, *at*, *ly*. The teacher may present at this time the phonograms *ent*, *old*, *pr*, *cr*, *ark*.

Alternate preparatory activities

The teacher may print on the blackboard the exercise found on page 73 in the *Preparatory Book*. The children may read the exercise silently and work out the new words from the phonetic clues. They may write the correct completing words on their papers. At this time the teacher may review the familiar phonograms *ay*, *at*, *ly*. The teacher may present the phonograms *ent*, *old*, *pr*, *cr*.

Page 74

New Words

beggar-tick	float
burdock	snail
dandelion	tall

Minimum repetition

- beggar-tick: *Preparatory Book*, pages 74, 86, 86.
 Wide Wings, pages 179, 179, 180.

burdock :	<i>Preparatory Book</i> , pages 74, 86, 86. <i>Wide Wings</i> , pages 179, 179, 180.
dandelion :	<i>Preparatory Book</i> , pages 74, 76, 86. <i>Wide Wings</i> , pages 175, 175, 175.
float :	<i>Preparatory Book</i> , pages 74, 76, 86. <i>Wide Wings</i> , pages 175, 175, 197.
snail :	<i>Preparatory Book</i> , pages 74, 79, 79. <i>Wide Wings</i> , pages 191, 191, 191.
tall :	<i>Preparatory Book</i> , pages 74, 86, 104. <i>Wide Wings</i> , pages 177, 234, 246.

The children may follow the directions for page 74. They may work out the new words from the context and from the pictures. The teacher may assist the children in working out the new words *beggar-tick*, *burdock* and *dandelion*. In connection with this work the teacher may review the familiar phonograms *fl*, *ar*, *all*, *an*. The teacher may also present the phonograms *ock*, *sn*.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 74 of the teacher's copy of the *Preparatory Book*. They may read each group of sentences and indicate which sentence correctly describes the picture. The correct sentences may be printed on the blackboard. The children may read the sentences silently and draw pictures to illustrate them.

In connection with this work the teacher may review the familiar phonograms *fl*, *ar*, *all*, *an*. The teacher may also present the phonograms *ock*, *sn*.

Page 75

New Words

arrives	steal
cone	suppose
pine	travels
shines	

Minimum repetition

arrives:	<i>Preparatory Book</i> , pages 75, 86, 86. <i>Wide Wings</i> , pages 183, 183, 192.
cone:	<i>Preparatory Book</i> , pages 75, 75, 75. <i>Wide Wings</i> , pages 178, 178, 178.
pine:	<i>Preparatory Book</i> , pages 75, 76, 76. <i>Wide Wings</i> , pages 178, 178, 178.
shines:	<i>Preparatory Book</i> , pages 75, 86, 86. <i>Wide Wings</i> , pages 180, 199, 199.
steal:	<i>Preparatory Book</i> , pages 75, 75, 75. <i>Wide Wings</i> , pages 179, 179, 179.
suppose:	<i>Preparatory Book</i> , pages 75, 75, 75. <i>Wide Wings</i> , pages 185, 184, 243.
travels:	<i>Preparatory Book</i> , pages 75, 76, 80. <i>Wide Wings</i> , pages 174, 174, 174.

The children may read the text of the exercise on page 75, working out the new words from the context. The teacher should assist any child that has difficulty in working out a new word.

Re-use of Preparatory Book page 75

The children may reread the stories presented on page 75 of the Preparatory Book. They may plan to build a feeding station such as the one described in the first story.

The children may draw pictures to illustrate the other stories presented on this page.

Alternate preparatory activities

The teacher may print on the blackboard the sentences in the multiple choice on page 75 of the Preparatory Book. The teacher may then read aloud the stories presented on this page and the children may select the one which correctly answers the question.

When this work has been completed, the children may draw pictures to illustrate the story.

Re-use of Preparatory Book page 72

The children may cut out the pictures on page 72 and paste them on blank paper. Descriptive sentences may be cut from preceding pages of the Preparatory Book, or may be composed by the children.

Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a city.

Draw a car in the city.

Draw a line around the car.

Draw a train.

Draw a man in the train.

Page 73

New Words

are

cows

Minimum repetition

are: *Preparatory Book*, page 73, 73, 73, 73, 73, 73, 73.

Jim and Judy, pages 88, 88, 88, 92, 92, 98.

cows: *Preparatory Book*, pages 73, 73, 73, 73, 73, 73, 74.

Jim and Judy, pages 89, 89, 89, 89, 89, 90.

The teacher may follow the procedure suggested in the note to the teacher for page 73.

Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 73 of the Preparatory Book. She may find or draw a picture to illustrate the new word *cows*. When the children have worked out the new words, additional pages may be made for the class dictionary.

Unit V — Part 3

A. PREPARATORY BOOK PAGES 77-78 (PREPARATION FOR PAGES 183-190 IN "WIDE WINGS")

Page 77

New Words

cub	New York
heart	pet
hind	wow
Jimmie	zoo
Lucy	

Minimum repetition

cub:	<i>Preparatory Book</i> , pages 77, 77, 78. <i>Wide Wings</i> , pages 183, 184, 184.
heart:	<i>Preparatory Book</i> , pages 77, 86, 86. <i>Wide Wings</i> , pages 184, 212, 213.
hind:	<i>Preparatory Book</i> , pages 77, 86, 86. <i>Wide Wings</i> , pages 186, 187, 249.
Jimmie:	<i>Preparatory Book</i> , pages 77, 77, 77. <i>Wide Wings</i> , pages 183, 183, 183.
Lucy:	<i>Preparatory Book</i> , pages 77, 77, 77. <i>Wide Wings</i> , pages 185, 185, 185.
New York:	<i>Preparatory Book</i> , pages 77, 77, 115. <i>Wide Wings</i> , pages 189, 189, 189.
pet:	<i>Preparatory Book</i> , pages 77, 86, 86. <i>Wide Wings</i> , pages 186, 186, 208.
wow:	<i>Preparatory Book</i> , pages 77, 77, 77. <i>Wide Wings</i> , pages 184, 184, 184.
zoo:	<i>Preparatory Book</i> , pages 77, 77, 78. <i>Wide Wings</i> , pages 189, 189, 190.

The children may read the text and follow the directions for page 77, working out the new words the context and from the pictures. The teacher may find it advisable to tell the children the proper names presented on this page. She may call attention to the familiar phonogram *ow* in the new word *wow*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the introductory exercise found on page 77 of the Preparatory Book. She may change the directions so that the children will draw pictures to illustrate the stories.

Page 78

New Words

becomes	rested
fellow	rough
hurry	

Minimum repetition

becomes:	<i>Preparatory Book</i> , pages 78, 78, 86. <i>Wide Wings</i> , pages 186, 321, 336.
fellow:	<i>Preparatory Book</i> , pages 78, 86, 119. <i>Wide Wings</i> , pages 188, 288, 288.
hurry:	<i>Preparatory Book</i> , pages 78, 86, 90. <i>Wide Wings</i> , pages 188, 192, 192.
rested:	<i>Preparatory Book</i> , pages 78, 78, 86. <i>Wide Wings</i> , pages 188, 276, 295.
rough:	<i>Preparatory Book</i> , pages 78, 78, 86. <i>Wide Wings</i> , pages 189, 189, 224.

The children may read the text and follow the directions for page 78. They may work out the new words from the vigorous context and phonetic clues. During this work the teacher should

stress the value of finding familiar word elements or rhyming word elements in new words and in comparing words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise presented on page 78 of the Preparatory Book. The teacher may modify the directions so that the children will write the correct answers on their papers.

B. "WIDE WINGS," PAGES 183-190

When the children have completed the work of Preparatory Book pages 77-78, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 183-190 in *Wide Wings*.

Pages 183-190

The teacher may tell the children that the next story in this unit is about Jimmie, a black bear cub. She may tell the children that this story is a little different from the preceding stories in this unit. She may ask the children to read the story silently and to find out during the reading in what way this story differs from the preceding stories of the unit.

When the children have read the story silently they may discuss it. The teacher should point out the narrative characteristics of the story as opposed to the didactic style of the two preceding stories. The teacher will not, of course, use the words *narrative* and *didactic* in the discussion.

Enrichment activities

If it is possible for them to do so, the children should visit a zoo and observe the animals.

The children may collect pictures of wild animals and make a wild animal book for the library table.

The children may find out how wild animals are captured for zoos.

The children may read additional materials to find out how wild animals are trained for work in circuses and zoos.

Unit V—Part 4

A. PREPARATORY BOOK PAGE 79 (PREPARATION FOR PAGES 191–195 IN “WIDE WINGS”)

Page 79

New Words

body	frightens
comfortable	leaf
easy	size
empty	slow
fit	

Minimum repetition

body:	<i>Preparatory Book</i> , pages 79, 79, 79. <i>Wide Wings</i> , pages 191, 193, 312.
comfortable:	<i>Preparatory Book</i> , pages 79, 86, 125. <i>Wide Wings</i> , pages 193, 193, 203.
easy:	<i>Preparatory Book</i> , pages 79, 86, 86. <i>Wide Wings</i> , pages 193, 196, 245.
empty:	<i>Preparatory Book</i> , pages 79, 86, 86. <i>Wide Wings</i> , pages 195, 242, 266.
fit:	<i>Preparatory Book</i> , pages 79, 80, 110. <i>Wide Wings</i> , pages 193, 193, 193.
frightens:	<i>Preparatory Book</i> , pages 79, 86, 86. <i>Wide Wings</i> , pages 195, 196, 208.
leaf:	<i>Preparatory Book</i> , pages 79, 81, 86. <i>Wide Wings</i> , pages 194, 197, 207.
size:	<i>Preparatory Book</i> , pages 79, 86, 86. <i>Wide Wings</i> , pages 193, 193, 238.
slow:	<i>Preparatory Book</i> , pages 79, 86, 86. <i>Wide Wings</i> , pages 192, 193, 197.

The children may read the text of the introductory exercise on page 79. They may work out the new words from the context. If a child has difficulty with a word the teacher should assist him promptly. The children may read each sentence and select the word in the story which correctly completes the sentence. They may then write the word on the line.

Re-use of Preparatory Book page 79

The children may reread the story presented on page 79. They may draw pictures to illustrate the story. The teacher should, of course, show pictures of snails before the children attempt to make their drawings, although the children should not be encouraged to copy the drawings which the teacher shows them.

Alternate preparatory activities

The teacher may print on the blackboard the incomplete sentences presented on page 79 of the Preparatory Book. She may then read the story aloud to the children. The children may read each sentence silently and decide which word completes the sentence correctly. They may then write the words on their papers or give the words orally.

B. "WIDE WINGS," PAGES 191-195

When the children have completed the work of Preparatory Book page 79, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 191-195 in *Wide Wings*.

When the children have read the material on pages 191-195 in *Wide Wings*, the teacher may administer the comprehension test found on page 80 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 191-195

Teacher: We have just been reading in our Preparatory Book about snails. Who can remember what we found out about snails?

Let us look at page 79 again and find out whether we have remembered everything that the page tells us about snails.

When the children have reviewed the material on page 79 of the Preparatory Book, the teacher may suggest that the story on pages 191-195 of *Wide Wings* will tell the children additional facts about snails.

The children may read the story silently and discuss what they find out about snails. This information may be compared with the information which the children obtained from the exercise on page 79 of the Preparatory Book.

C. PREPARATORY BOOK PAGE 80

Page 80

No New Words

When the children have read pages 191-195 in *Wide Wings*, they may follow the directions for page 80 of the Preparatory Book.

Alternate activities

The teacher may print on the blackboard the sentences found in the comprehension test on page 80 of the Preparatory Book. The children may read each sentence and select the word which correctly completes the sentence. They may write the correct words on their papers.

Unit V — Part 5

A. PREPARATORY BOOK PAGES 81-83 (PREPARATION FOR PAGES 196-208 IN "WIDE WINGS")

Page 81

New Words

among	paddle
clearing	rather
gentle	reason
lettuce	touched
magic	

Minimum repetition

- among: *Preparatory Book*, pages 81, 81, 81.
 Wide Wings, pages 208, 231, 332.
- clearing: *Preparatory Book*, pages 81, 84, 86.
 Wide Wings, pages 204, 206, 206.
- gentle: *Preparatory Book*, pages 81, 81, 86.
 Wide Wings, pages 196, 208, 208.
- lettuce: *Preparatory Book*, pages 81, 84, 86.
 Wide Wings, pages 202, 207, 207.
- magic: *Preparatory Book*, pages 81, 86, 86.
 Wide Wings, pages 204, 281, 324.
- paddle: *Preparatory Book*, pages 81, 81, 81.
 Wide Wings, pages 197, 197, 199.
- rather: *Preparatory Book*, pages 81, 81, 82.
 Wide Wings, pages 200, 238, 275.
- reason: *Preparatory Book*, pages 81, 81, 86.
 Wide Wings, pages 200, 200, 234.
- touched: *Preparatory Book*, pages 81, 81, 86.
 Wide Wings, pages 206, 269, 273.

The children may read the text of the exercises presented on page 81 of the *Preparatory Book*. They may follow the directions. The children may work out the new words from the context clues, but the teacher should, of course, assist any child who cannot work out a new word from the context.

Re-use of *Preparatory Book* page 81

The children may reread the first story presented on page 81 of the *Preparatory Book*. They may draw pictures to illustrate the story.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at the first exercise found on page 81 of the teacher's copy of the Preparatory Book. The children may read the material silently, working out the new words from the context clues. They may indicate how they would follow the directions.

The teacher may print on the blackboard the text of the remaining exercises on page 81 of the Preparatory Book. The children may read the text and the directions silently and various children may go to the blackboard and follow the directions.

Page 82

New Words

alone	sunlight
dam	thick
either	underbrush
manners	

Minimum repetition

alone:	<i>Preparatory Book</i> , pages 82, 86, 113. <i>Wide Wings</i> , pages 204, 208, 269.
dam:	<i>Preparatory Book</i> , pages 82, 86, 95. <i>Wide Wings</i> , pages 199, 200, 200.
either:	<i>Preparatory Book</i> , pages 82, 86, 86. <i>Wide Wings</i> , pages 205, 210, 336.
manners:	<i>Preparatory Book</i> , pages 82, 86, 95. <i>Wide Wings</i> , pages 205, 205, 247.
sunlight:	<i>Preparatory Book</i> , pages 82, 82, 82. <i>Wide Wings</i> , pages 197, 263, 265.

- thick: *Preparatory Book*, pages 82, 86, 86.
 Wide Wings, pages 202, 231, 243.
- underbrush: *Preparatory Book*, pages 82, 82, 82.
 Wide Wings, pages 197, 202, 206.

The children may read the directions and work out the exercises presented on page 82 of the *Preparatory Book*. The children will be able to work out the new words from the vigorous context and phonetic clues. During this work the teacher may review the familiar phonograms *ma*, *ther*. The teacher may introduce the phonogram *ate*.

Alternate preparatory activities

The teacher may print on the blackboard the exercises found on page 82 of the *Preparatory Book*. The teacher may modify the directions so that the children will write their answers on their papers. During this work the teacher may review the familiar phonograms *ma*, *ther*. The teacher may present the phonogram *ate*.

Page 83

New Words

clam	George's
doe	hide-and-seek
fawn	raccoon
Gail	shadows

Minimum repetition

- clam: *Preparatory Book*, pages 83, 83, 86.
 Wide Wings, pages 198, 198, 198.
- doe: *Preparatory Book*, pages 83, 83, 84.
 Wide Wings, pages 206, 206, 206.
- fawn: *Preparatory Book*, pages 83, 83, 84.
 Wide Wings, pages 206, 207, 207.

Gail:	<i>Preparatory Book</i> , pages 83, 83, 83. <i>Wide Wings</i> , pages 196, 196, 196.
George's:	<i>Preparatory Book</i> , pages 83, 83, 84. <i>Wide Wings</i> , pages 196, 196, 196.
hide-and-seek:	<i>Preparatory Book</i> , pages 83, 86, 86. <i>Wide Wings</i> , pages 201, 201, 231.
raccoon:	<i>Preparatory Book</i> , pages 83, 83, 84. <i>Wide Wings</i> , pages 197, 198, 199.
shadows:	<i>Preparatory Book</i> , pages 83, 86, 86. <i>Wide Wings</i> , pages 199, 206, 206.

The children may read and follow the directions for page 83. The children may work out the new words from the context and from the pictures. The teacher will probably find it advisable to tell the children the proper names presented on this page. She should also assist any child who has difficulty in working out a new word.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 83 in the teacher's copy of the *Preparatory Book*. They may read each direction and indicate how they would follow it. When this work has been completed, the teacher may print on the blackboard directions for drawing.

B. "WIDE WINGS," PAGES 196-208

When the children have completed the work of *Preparatory Book* pages 81-83, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 196-208 in *Wide Wings*.

When the children have read pages 196-208 in *Wide Wings*, the teacher may administer the comprehension test and the vocabulary tests found on pages 84-86 of the *Preparatory Book*. Specific suggestions for these pages are given subsequent to the lesson plan for the Reader.

Pages 196-208

Teacher: Do you remember Gail? We met Gail in the work we did in the Preparatory Book. Gail went to visit her uncle. While she was visiting him, he took her for a long canoe trip. Gail saw many things on this trip. The next story will tell you about the adventures that Gail had. Let us read this story and find out what Gail saw and learned during her canoe trip.

The children may read the story silently. When they have read the material silently the teacher may suggest that words sometimes paint pictures. She may ask the children to reread the story and find their favorite word pictures.

The teacher may ask the following questions:

1. Tell all you can about the raccoon that Gail saw on her canoe trip.
2. What animals did Gail see just after she passed the raccoon?
3. Describe Beaver Town.
4. What game were the two young beavers playing?
5. Tell about all the animals that came to the animal luncheon. Tell what happened to each animal.
6. The teacher should encourage the children to reread the story in order to find out the best answers to the questions.

Enrichment activities

The children may tell about camping trips that they have taken and may describe what they saw and what adventures befell them on their trips.

The children may study the pictures in this story again and find out all they can about the animals discussed and portrayed in the pictures.

The children may find out how wild game and other wild animals are protected.

The children may find out about wild game preserves. In connection with this study the children may learn of the work of the forest rangers. Information may be obtained by writing to the Department of Agriculture.

The children may find pictures of the animals described in the story and study the pictures. They may draw pictures of the various animals and compose suitable text for each picture. The pictures and the texts may be bound together to form a class book.

C. PREPARATORY BOOK PAGES 84-86

Page 84

When the children have read the material on pages 196-208 in *Wide Wings*, they may follow the directions for the comprehension test on page 84.

Alternate activities

The teacher may read aloud the questions presented in the comprehension test on page 84. The children may answer each question and write on their papers the page of the story on which they found the answer.

Pages 85-86

These pages constitute a vocabulary test. The children are familiar with the technique involved, although the teacher may wish to review the technique quickly.

Alternate activities

The teacher may print on the blackboard the groups of words presented on pages 85-86 of the Preparatory Book. In order that the teacher may have an objective record of each child's mastery of vocabulary, she may number the words in groups. The children are familiar with the technique involved, but the teacher may, if she wishes, review the technique quickly.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Patch.	<i>Hexapod Stories.</i>	Little.
Lord.	<i>Picture Book of Animals,</i>	Macmillan.

Patch.	<i>Holiday Meadow.</i>	Macmillan.
	<i>Holiday Pond.</i>	
Patch and Fenton.	<i>Holiday Shore.</i>	

Other books to read

Bronson.	<i>Finger Fins: Tale of a Sargasso Fish.</i>	Macmillan.
	<i>Pollwiggles' Progress.</i>	
Bronson.	<i>The Wonder World of Ants.</i>	Harcourt.
Gall and Crew.	<i>Flat Tail.</i>	Oxford.
	<i>Ringtail.</i>	
	<i>Wagtail.</i>	
Holbrook.	<i>The Book of Nature Myths.</i>	Houghton.
Lathrop.	<i>The Snail Who Ran.</i>	Stokes.
Lippincott.	<i>Long Horn, Leader of the Deer.</i>	Penn.
McGill.	<i>Garden of the World.</i>	Follett.
Parsons.	<i>Plants and Their Children.</i>	American Book.
Wells.	<i>Zeke the Raccoon.</i>	Viking.
Wiese.	<i>Buddy the Bear.</i>	Coward.

Poems to be read to the children

- "Brown and Furry," by Rossetti, from *Sung Under the Silver Umbrella* (Macmillan).
 "Stopping by Woods on a Snowy Evening," by Frost, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Hens," by Roberts, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Lamb," by Blake, from *Sung Under the Silver Umbrella* (Macmillan).
 "The Snail," by Conkling, from *Sung Under the Silver Umbrella* (Macmillan).
 "What is Pink?" by Rossetti, from *Sung Under the Silver Umbrella* (Macmillan).

Suitable games

Bancroft.

Games (Beast, Bird or Fish).

Macmillan.

Games (Bird Catcher).*Games* (Bird's Nest).*Games* (Bunch of Ivy).*Games* (Crossing the Brook).*Games* (Flower Match).*Games* (Flowers and the Wind).*Games* (Garden Scamp).*Games* (Letting Out the Doves).*Games* (Under the Cuckoo's Nest).*Games* (Weathercock).**Recommended films**

Adventures of Bunny Rabbit.

Animal Camouflage.

Animals of the Zoo.

Ants: Nature's Craftsmen.

Baby Beavers.

Baby Song Birds at Meal Time.

Beavers.

Bird Homes.

Br'er Rabbit and His Pals.

Butterflies.

Flowers at Work.

Game Birds.

Gray Squirrel.

Honey Makers.

Erpi Classroom Films, Inc.

Pathe Educational Films.

Erpi Classroom Films, Inc.

Pathe Educational Films.

Eastman Classroom Films.

Pathe Educational Films.

Eastman Classroom Films.

Eastman Classroom Films.

Pathe Educational Films.

Erpi Classroom Films, Inc.

Erpi Classroom Films, Inc.

Eastman Classroom Films.

Erpi Classroom Films, Inc.

Pathe Educational Films.

How Nature Protects Animals.
Plant Growth.
Robin Redbreast.
Roots of Plants.
Seed Dispersal.
Some Friendly Birds.
The Raccoon.
Thrushes and Relatives.

Erpi Classroom Films, Inc.
Erpi Classroom Films, Inc.
Erpi Classroom Films, Inc.
Erpi Classroom Films, Inc.
Erpi Classroom Films, Inc.
Eastman Classroom Films.
Eastman Classroom Films.
Erpi Classroom Films, Inc.

Chapter VII

DAILY LESSON PLANS FOR UNIT VI—"FRIENDS IN OTHER LANDS"

Topic

This unit deals with life in countries other than our own and provides stories and informational material about China, Holland, Brazil, England and France. Many of the Preparatory Book exercises relate to these countries and give practice in interpreting maps.

The materials of this unit comprise pages 209-280 in *Wide Wings* and pages 87-114 in the Preparatory Book. The sequence of lessons is as follows:

Preparatory Book pages 87-90 or (alternate preparatory activities)

Wide Wings pages 209-222

Preparatory Book page 91 (or alternate activities) comprises a comprehension test based on pages 209-222 in *Wide Wings*

Preparatory Book pages 92-97 (or alternate preparatory activities)

Wide Wings pages 223-236

Preparatory Book page 98 (or alternate preparatory activities) comprises a comprehension test based on pages 223-236 in *Wide Wings*

Preparatory Book pages 99-102 (or alternate preparatory activities)

Wide Wings pages 237-247

Preparatory Book page 103 (or alternate activities) comprises a comprehension test based on pages 248-261 in *Wide Wings*

Preparatory Book pages 104-106 (or alternate preparatory activities)

Wide Wings pages 248-261

Preparatory Book page 107 (or alternate activities) comprises a comprehension test based on pages 248-261 in *Wide Wings*

Preparatory Book pages 108-113 (or alternate preparatory activities)

Wide Wings pages 262-280

Preparatory Book page 114 (or alternate activities) comprises a comprehension test based on pages 262-280 in *Wide Wings*.

Related activities

The teacher and the children should bring to school as many pictures, stories and objects related to life in various countries as possible. There should be many informal discussions of the countries under consideration, to bring out all information relating to that already possessed by the class.

The children may be interested in learning more about Chinese children. Chinese holidays have particular appeal to the children. They may read about the various Chinese holidays and imitate them. The children should of course be told that there are now found in China many more modern schools than the old schools described in the story of Ting Ping.

The children may plant tulip bulbs and watch them grow.

They may make pictures of tulips. A tulip design makes an attractive border and lends itself well to wood blocks or stencils.

The children may plan to take imaginary trips to some of the countries discussed in the Reader.

The children may plan a puppet show based upon a story in this unit. Helpful instructions may be found in Plimpton, *Your Work Shop* (Macmillan).

The work of the unit may culminate in a class program about the countries read about and studied. The class may be divided into committees, each committee being responsible for gathering material and planning a part of the program related to a particular country.

Unit VI — Part 1

A. PREPARATORY BOOK PAGES 87-90 (PREPARATION FOR PAGES 209-222 IN WIDE WINGS")

Page 87

New Words

Foo Lan

Lao Er

Jao Shi

miao

kitty

Ting Ping

Minimum repetition

- Foo Lan: *Preparatory Book*, pages 87, 87, 87.
 Wide Wings, pages 219, 219, 219.
 Jao Shi: *Preparatory Book*, pages 87, 87, 91.
 Wide Wings, pages 212, 212, 213.
 kitty: *Preparatory Book*, pages 87, 87, 91.
 Wide Wings, pages 210, 210, 210.
 Lao Er: *Preparatory Book*, pages 87, 87, 87.
 Wide Wings, pages 210, 211, 217.
 miao: *Preparatory Book*, pages 87, 87, 87.
 Wide Wings, pages 210, 210, 210.
 Ting Ping: *Preparatory Book*, pages 87, 87, 87.
 Wide Wings, pages 210, 210, 210.

The children may follow the directions for page 87, working out the new words from the context. The teacher may find it advisable to tell the children the proper names presented on this page.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 87 in the teacher's copy of the *Preparatory Book*. They may read the material and indicate how they would follow the directions. The teacher should tell the children the proper names presented on this page.

Page 88

New Words

book	shoulder
cupboard	stool
recess	

Minimum repetition

book:	<i>Preparatory Book</i> , pages 88, 88, 88. <i>Wide Wings</i> , pages 211, 211, 212.
cupboard:	<i>Preparatory Book</i> , pages 88, 88, 96. <i>Wide Wings</i> , pages 215, 228, 228
recess:	<i>Preparatory Book</i> , pages 88, 88, 103. <i>Wide Wings</i> , pages 219, 219, 220.
shoulder:	<i>Preparatory Book</i> , pages 88, 88, 115. <i>Wide Wings</i> , pages 215, 217, 311.
stool:	<i>Preparatory Book</i> , pages 88, 88, 91. <i>Wide Wings</i> , pages 213, 217, 268.

The children may read the directions for page 88, working out the new words from the context. The teacher should promptly assist any child who has difficulty in working out a new word.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 88 of the *Preparatory Book*. The children may read the directions and select the correct defining sentences. Various children may go to the blackboard and follow the directions.

Page 89

New Words

ahem	rubbed
desk	song
loud	spelling
recite	studying

Minimum repetition

ahem:	<i>Preparatory Book</i> , pages 89, 89, 128. <i>Wide Wings</i> , pages 212, 212, 216.
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- desk: *Preparatory Book*, pages 89, 89, 91.
Wide Wings, pages 211, 211, 213.
- loud: *Preparatory Book*, pages 89, 89, 128.
Wide Wings, pages 211, 212, 212.
- recite: *Preparatory Book*, pages 89, 89, 89
Wide Wings, pages 214, 214, 215.
- rubbed: *Preparatory Book*, pages 89, 125, 128.
Wide Wings, pages 221, 247, 247.
- song: *Preparatory Book*, pages 89, 115, 116.
Wide Wings, pages 215, 250, 295.
- spelling: *Preparatory Book*, pages 89, 90, 101.
Wide Wings, pages 212, 212, 212.
- studying: *Preparatory Book*, pages 89, 128, 128.
Wide Wings, pages 211, 211, 212.

The children may read the text and follow the directions for page 89. The teacher should note that the children are required to read the split sentence for the first time. She may wish to assist the children in this reading.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 89 of the Preparatory Book. The children may read the story silently and draw pictures to illustrate the story.

Page 90

New Words

important	silly
merry	stars
path	unless

Minimum repetition

- important: *Preparatory Book*, pages 90, 98, 128.
Wide Wings, pages 227, 229, 234.
- merry: *Preparatory Book*, pages 90, 128, 128.
Wide Wings, pages 228, 232, 322.
- path: *Preparatory Book*, pages 90, 128, 128.
Wide Wings, pages 226, 251, 289.
- silly: *Preparatory Book*, pages 90, 128, 128.
Wide Wings, pages 217, 217, 303.
- stars: *Preparatory Book*, pages 90, 104, 128.
Wide Wings, pages 221, 253, 291.
- unless: *Preparatory Book*, pages 90, 128, 128.
Wide Wings, pages 233, 233, 266.

The children may follow the directions for page 90. At this time the teacher may review the familiar phonograms *st*, *ell*, *ly*, *un*. She may also present the phonograms *ai*, *th* (as in *bath*), *sw*, *ry*.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented in the multiple choice and the incomplete sentences found on page 90 of the *Preparatory Book*. The teacher may read the directions aloud. The children may write the correct completing words on their papers.

B. "WIDE WINGS," PAGES 209-222

When the children have completed the work of *Preparatory Book* pages 87-90, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 209-222 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test on page 91 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 209-222

When the children have read this material silently the teacher may ask the following questions:

1. Describe an old Chinese school.
2. Compare your school with the Chinese school that the story tells you about.
3. Tell how the Chinese boys recited their lessons.
4. Tell how the Chinese learned their lessons.
5. Tell about the valuable lesson that Ting Ping learned.

C. PREPARATORY BOOK PAGE 91

Page 91

No New Words

When the children have read pages 209-222 in *Wide Wings*, they may follow the directions for page 91 of the Preparatory Book.

Alternate activities

The teacher may print on the blackboard the comprehension test found on page 91 of the Preparatory Book. The children may read the directions and answer the questions.

Unit VI — Part 2

A. PREPARATORY BOOK PAGES 92-97 (PREPARATION FOR PAGES 223-236 IN "WIDE WINGS")

Page 92

New Words

Bep	Europe
Betje	Jan
Dutch	Zuider Zee

Minimum repetition

- Bep: *Preparatory Book*, pages 92, 98, 128.
 Wide Wings, pages 225, 225, 225.
- Betje: *Preparatory Book*, pages 92, 98, 128.
 Wide Wings, pages 225, 225, 225.
- Dutch: *Preparatory Book*, pages 92, 92, 93.
 Wide Wings, pages 223, 223, 227.
- Europe: *Preparatory Book*, pages 92, 92, 95.
 Wide Wings, pages 223, 223, 236.
- Jan: *Preparatory Book*, pages 92, 92, 97.
 Wide Wings, pages 223, 223, 223.
- Zuider Zee: *Preparatory Book*, pages 92, 98, 103.
 Wide Wings, pages 224, 224, 226.

The children may read the material and study the map on page 92. The teacher will find it advisable to tell the children the proper names.

Alternate preparatory activities

The teacher may obtain a map of Europe which shows Holland clearly. The children may study the map. The teacher may print on the blackboard the text of the exercise found on page 92 of the *Preparatory Book*, modifying it so that the children will draw pictures. The teacher may tell the children the proper names.

Page 93

New Words

broad	flood
canals	leaks
dikes	waterways

Minimum repetition

- broad: *Preparatory Book*, pages 93, 95, 128.
 Wide Wings, pages 231, 233, 234.
- canals: *Preparatory Book*, pages 93, 93, 93.
 Wide Wings, pages 226, 226, 226.
- dikes: *Preparatory Book*, pages 93, 93, 93.
 Wide Wings, pages 234, 234, 234.
- flood: *Preparatory Book*, pages 93, 98, 128.
 Wide Wings, pages 235, 236, 236.
- leaks: *Preparatory Book*, pages 93, 93, 98.
 Wide Wings, pages 235, 236, 236.
- waterways: *Preparatory Book*, pages 93, 128, 128.
 Wide Wings, pages 231, 231, 241.

The children may read the text and follow the directions. The teacher may find it advisable to assist the children in this work and supervise the exercise.

Re-use of Preparatory Book page 93

The children may reread the story on page 93 and draw pictures to illustrate it.

Alternate preparatory activities

The teacher may work with small groups of children. The children may read the exercise on page 93 of the *Preparatory Book* and indicate how they would follow the directions. When this work has been completed, the children may draw pictures to illustrate the story.

Page 94

New Words

cheese	press
Friday	Thursday
market	Willem

Minimum repetition

- cheese: *Preparatory Book*, pages 94, 94, 94.
 Wide Wings, pages 229, 229, 229.
- Friday: *Preparatory Book*, pages 94, 95, 101.
 Wide Wings, pages 230, 230, 230.
- market: *Preparatory Book*, pages 94, 94, 94.
 Wide Wings, pages 224, 224, 230.
- press: *Preparatory Book*, pages 94, 94, 96.
 Wide Wings, pages 229, 229, 236.
- Thursday: *Preparatory Book*, pages 94, 94, 96.
 Wide Wings, pages 230, 230, 239.
- Willem: *Preparatory Book*, pages 94, 94, 94.
 Wide Wings, pages 229, 229, 229.

The children may read the exercise on page 94 and answer the questions. The teacher may find it advisable to tell the children the proper names presented on this page.

Alternate preparatory activities

The teacher may print on the blackboard the story and the questions found on page 94 of the *Preparatory Book*. The children may read the story and answer the questions. Various children may go to the blackboard and follow the directions. The children may draw pictures to illustrate. The teacher will probably find it advisable to tell the children the proper names.

Minimum repetition

- brave: *Preparatory Book*, pages 95, 95, 95.
 Wide Wings, pages 236, 236, 265.
- lucky: *Preparatory Book*, pages 95, 96, 128.
 Wide Wings, pages 234, 266, 277.
- neatest: *Preparatory Book*, pages 95, 95, 98.
 Wide Wings, pages 223, 223, 226.

The children may follow the directions for the exercise on page 95. At this time the teacher may review the familiar phonogram *br* and present *est, ave, uck, eat*. She may also stress the value of finding familiar word parts in words.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words and the incomplete sentences found on page 95 of the *Preparatory Book*. The teacher may read the directions orally and the children may follow the directions. The children may write the correct completing words on their papers. The teacher may review the phonogram *br* and present *est, ave, uck, eat*.

Page 96

New Words

dresser	stork
parlor	tent
skates	tulip
sled	

Minimum repetition

- dresser: *Preparatory Book*, pages 96, 100, 128.
 Wide Wings, pages 227, 227, 227.
- parlor: *Preparatory Book*, pages 96, 107, 128.
 Wide Wings, pages 227, 227, 227.

- skates: *Preparatory Book*, pages 96, 97, 98.
 Wide Wings, pages 231, 232, 232.
- sled: *Preparatory Book*, pages 96, 128, 128.
 Wide Wings, pages 231, 231, 232.
- stork: *Preparatory Book*, pages 96, 98, 100.
 Wide Wings, pages 234, 234, 234.
- tent: *Preparatory Book*, pages 96, 100, 113.
 Wide Wings, pages 225, 225, 289.
- tulip: *Preparatory Book*, pages 96, 98, 107.
 Wide Wings, pages 233, 234, 236.

The children may read the riddles on page 96, working out the new words as they read. If a child has difficulty in working out a word, the teacher should assist him promptly.

Re-use of Preparatory Book page 96

The children may draw pictures to illustrate the riddles.

Alternate preparatory activities

The teacher may print on the blackboard the words of the multiple choice found on page 96. The teacher may read the riddles aloud. The children may select the correct completing words and write them on their papers. When this work has been completed the children may draw pictures to illustrate the riddles.

Page 97

New Words

except
 Hankel
 neat

peat
 Pieter

Minimum repetition

- except: *Preparatory Book*, pages 97, 118, 128.
 Wide Wings, pages 232, 274, 292.
- Hankel: *Preparatory Book*, pages 97, 97, 97.
 Wide Wings, pages 232, 232, 232.
- neat: *Preparatory Book*, pages 97, 97, 97.
 Wide Wings, pages 229, 229, 236.
- peat: *Preparatory Book*, pages 97, 97, 97.
 Wide Wings, pages 233, 233, 233.
- Pieter: *Preparatory Book*, pages 97, 97, 97.
 Wide Wings, pages 232, 232, 232.

The children may read the text of page 97 and follow the directions. During this work the teacher may stress the value of using context clues and phonetic clues in working out new words.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises found on page 97 of the *Preparatory Book*. The children may read the material silently and follow the directions. They may write the correct answers on their papers. When this work has been completed, the children may draw pictures to illustrate the story.

B. "WIDE WINGS," PAGES 223-236

When the children have completed the work of *Preparatory Book* pages 92-97, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 223-236 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test on page 98 of the *Preparatory Book*. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 223-236

The teacher may suggest that the children read the story twice. They may read it the first time for the story itself. They may then reread the story to find out all they can about Holland.

When the children have read the story silently, they may discuss the facts that they have learned. The facts may be put on the blackboard. The children may then scan the story quickly, to determine whether they have recalled all the information presented in the story.

C. PREPARATORY BOOK PAGE 98

Page 98

No New Words

When the children have read pages 223-236 in *Wide Wings*, the teacher may administer the comprehension test found on page 98. The children may reread the material to check their answers.

Alternate activities

The teacher may read aloud the sentences on page 98 of the Preparatory Book. The children may decide whether each sentence is true. The children may reread the story to check their answers.

Unit VI — Part 3

A. PREPARATORY BOOK PAGES 99-102 (PREPARATION FOR PAGES 237-247 IN "WIDE WINGS")

Page 99

New Words

ax	ham
bureau	huts
gourd	raincoat

Minimum repetition

ax:	<i>Preparatory Book</i> , pages 99, 99, 99. <i>Wide Wings</i> , pages 242, 242, 303.
bureau:	<i>Preparatory Book</i> , pages 99, 99, 103. <i>Wide Wings</i> , pages 237, 237, 237.
gourd:	<i>Preparatory Book</i> , pages 99, 103, 128. <i>Wide Wings</i> , pages 242, 243, 243.
ham:	<i>Preparatory Book</i> , pages 99, 103, 107. <i>Wide Wings</i> , pages 244, 244, 244.
huts:	<i>Preparatory Book</i> , pages 99, 103, 103. <i>Wide Wings</i> , pages 242, 242, 242.
raincoat:	<i>Preparatory Book</i> , pages 99, 99, 99. <i>Wide Wings</i> , pages 237, 239, 239.

The children may follow the directions for page 99. The teacher may assist any child who has difficulty in working out a new word from the context clues and the pictures.

Alternate preparatory activities

The teacher may print on the blackboard the correct sentence in each group of sentences found on page 99 of the *Preparatory Book*. She may assist the children in working out the new words in these sentences. The children may reread the sentences silently and draw pictures to illustrate the sentences.

Page 100

New Words

cablegram	oven
factory	plantation
juice	warn

Minimum repetition

- cablegram: *Preparatory Book*, pages 100, 100, 103.
Wide Wings, pages 238, 238, 239.
- factory: *Preparatory Book*, pages 100, 103, 110.
Wide Wings, pages 245, 245, 246.
- juice: *Preparatory Book*, pages 100, 128, 128.
Wide Wings, pages 239, 242, 243.
- oven: *Preparatory Book*, pages 100, 128, 128.
Wide Wings, pages 246, 246, 317.
- plantation: *Preparatory Book*, pages 100, 100, 102.
Wide Wings, pages 239, 239, 242.
- warn: *Preparatory Book*, pages 100, 100, 103.
Wide Wings, pages 237, 240, 272.

The children may read the text and follow the directions for this page. During the work the teacher should stress the value of using context clues and familiar phonetic elements in working out new vocabulary.

Alternate preparatory activities

The teacher may print on the blackboard the text found in the exercise on page 100 of the *Preparatory Book*. They may read the directions aloud. The children may read each sentence silently and follow the directions.

The teacher may print on the blackboard the list of words found in the last exercise on page 100. The children may read each word silently and write the little words on their papers.

Minimum repetition

- deck: *Preparatory Book*, pages 101, 101, 121.
 Wide Wings, pages 240, 241, 246.
- mend: *Preparatory Book*, pages 101, 101, 105.
 Wide Wings, pages 249, 250, 250.
- tires: *Preparatory Book*, pages 101, 101, 103.
 Wide Wings, pages 245, 246, 246.

The children may follow the directions for page 101. The teacher may review at this time the familiar phonograms *bl*, *fr*, *sp*, *ight*.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercises found on page 101 of the *Preparatory Book*. The children may read the material silently and write the correct words on their papers.

Page 102

New Words

Amazon	Para
Brazil	Ray
Linnard	Sea Gull

Minimum repetition

- Amazon: *Preparatory Book*, pages 102, 103, 107.
 Wide Wings, pages 241, 241, 241.
- Brazil: *Preparatory Book*, pages 102, 102, 102.
 Wide Wings, pages 238, 238, 239.
- Linnard: *Preparatory Book*, pages 102, 102, 102.
 Wide Wings, pages 238, 238, 238.

- Para: *Preparatory Book*, pages 102, 102, 102.
 Wide Wings, pages 241, 241, 241.
- Ray: *Preparatory Book*, pages 102, 102, 102.
 Wide Wings, pages 237, 238, 238.
- Sea Gull: *Preparatory Book*, pages 102, 102, 102.
 Wide Wings, pages 240, 240, 241.

The children may read the text and follow the directions. The teacher may find it advisable to tell the children the proper names.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 102 of the *Preparatory Book*, modifying the directions so that the children will draw the pictures. The teacher should tell the children the proper names.

B. "WIDE WINGS," PAGES 237-247

When the children have completed the work of *Preparatory Book* pages 99-102, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 237-247 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test found on page 103 of the *Preparatory Book*. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 237-247

The children may find Brazil on the globe and compare its position with the location of their own country. They may find the city of Para and the River Amazon. The teacher may tell the children that they are going to read a story about a trip to Brazil. The teacher should tell the children before they begin to read the story that rubber is one of the chief exports of Brazil.

When the children have read the story silently, they may discuss it. They should tell what they have learned about Brazil and rubber plantations.

Enrichment activities

The children may trace the route from New York to Brazil.

The children may write to the steamship companies and obtain folders describing the journey.

The children may obtain additional information about the manufacture of rubber. Most rubber companies have informational booklets for the schools.

C. PREPARATORY BOOK PAGE 103

Page 103

No New Words

When the children have read pages 237-247 in *Wide Wings*, they may follow the directions for page 103. The teacher may suggest that they reread the story to verify their answers.

Alternate activities

The teacher may read aloud the questions found in the comprehension test on page 103 of the Preparatory Book. The children may answer the questions and check their answers in the Reader.

Unit VI — Part 4

A. PREPARATORY BOOK PAGES 104-106 (PREPARATION FOR PAGES 248-261 IN "WIDE WINGS")

Page 104

New Words

Buckingham	king
drum	London
guard	soldiers

Minimum repetition

Buckingham:	<i>Preparatory Book</i> , pages 104, 104, 104. <i>Wide Wings</i> , pages 258, 258, 259.
drum:	<i>Preparatory Book</i> , pages 104, 109, 120. <i>Wide Wings</i> , pages 252, 252, 260.
guard:	<i>Preparatory Book</i> , pages 104, 104, 104. <i>Wide Wings</i> , pages 331, 331, 331.
king:	<i>Preparatory Book</i> , pages 104, 107, 110. <i>Wide Wings</i> , pages 258, 258, 259.
London:	<i>Preparatory Book</i> , pages 104, 104, 104. <i>Wide Wings</i> , pages 248, 248, 249.
soldiers:	<i>Preparatory Book</i> , pages 104, 104, 104. <i>Wide Wings</i> , pages 257, 257, 258.

The children may read the story on page 104 and follow the directions. The teacher may find it advisable to tell the children the proper names.

The children should find England and London on a map. The teacher should tell the children something about England. She should tell how it is governed and discuss English life. The teacher should read "Changing the Guard" by Milne, *When We Were Very Young* (Dutton).

Alternate preparatory activities

The teacher may print on the blackboard the text on page 104 of the *Preparatory Book*. She may show pictures of Buckingham Palace and may discuss England and London. The children may read the story and follow the directions. They may write the correct completing words on their papers.

Page 105

New Words

card	sidewalk
command	stage
fountain	

Minimum repetition

- card: *Preparatory Book*, pages 105, 105, 105.
 Wide Wings, pages 261, 261, 261.
- command: *Preparatory Book*, pages 105, 105, 107.
 Wide Wings, pages 261, 261, 261.
- fountain: *Preparatory Book*, pages 105, 107, 110.
 Wide Wings, pages 252, 252, 252.
- sidewalk: *Preparatory Book*, pages 105, 105, 128.
 Wide Wings, pages 254, 256, 257.
- stage: *Preparatory Book*, pages 105, 106, 107.
 Wide Wings, pages 253, 253, 255.

The children may follow the directions for page 105. The teacher may stress the value of using context clues and phonetic clues in working out new vocabulary.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise presented on page 105 of the *Preparatory Book*. She may read the directions aloud. The children may write the correct words on their papers.

Page 106

New Words

collar	penny
curtains	Punch
Hicks	strawberries
indeed	Toby
muffins	

Minimum repetition

collar:	<i>Preparatory Book</i> , pages 106, 106, 107. <i>Wide Wings</i> , pages 260, 261, 261.
curtains:	<i>Preparatory Book</i> , pages 106, 110, 113. <i>Wide Wings</i> , pages 253, 253, 253.
Hicks:	<i>Preparatory Book</i> , pages 106, 106, 107. <i>Wide Wings</i> , pages 254, 255, 255.
indeed:	<i>Preparatory Book</i> , pages 106, 128, 128. <i>Wide Wings</i> , pages 248, 267, 309.
muffins:	<i>Preparatory Book</i> , pages 106, 106, 107. <i>Wide Wings</i> , pages 249, 249, 249.
penny:	<i>Preparatory Book</i> , pages 106, 106, 124. <i>Wide Wings</i> , pages 250, 251, 314.
Punch:	<i>Preparatory Book</i> , pages 106, 106, 106. <i>Wide Wings</i> , pages 252, 252, 253.
strawberries:	<i>Preparatory Book</i> , pages 106, 106, 111. <i>Wide Wings</i> , pages 250, 250, 317.
Toby:	<i>Preparatory Book</i> , pages 106, 106, 106. <i>Wide Wings</i> , pages 248, 248, 254.

The children may read the text of page 106 and follow the directions. The teacher may find it advisable to tell the children the proper names.

Alternate preparatory activities

The teacher may read aloud the stories presented on page 106 of the *Preparatory Book*. She may print on the blackboard directions for drawing pictures to illustrate the stories

B. "WIDE WINGS," PAGES 248-261

When the children have completed the work of Preparatory Book pages 104-106, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 248-261 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test on page 107 of the Preparatory Book. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 248-261

Before the children read the material, the teacher should discuss the information they have obtained about England and London. The teacher should study the pictures in the Reader. The teacher may tell the children about the little prince.

The teacher may suggest that the children read the story twice. They may read it the first time to enjoy the story. They may read it the second time to learn all they can about London.

When the children have read the material silently, they may discuss the story.

Enrichment activities

The children may make a puppet show. They may reread the story to obtain a description of the puppet show in the story.

The children may make pictures of the characters described in the story.

The children may find England on the map and draw a line or indicate the route from the United States to England.

The children may find out about the British Empire. The teacher may point out that England is a small island and that the English people have many colonies. The children may find these colonies on a map.

C. PREPARATORY BOOK PAGE 107

Page 107

No New Words

When the children have read pages 248–261 in *Wide Wings*, the teacher may administer the comprehension test on page 107.

Alternate activities

The teacher may read aloud the incomplete sentences on page 107 of the Preparatory Book. The children may select the correct completing words. They may reread the story to verify their answers.

The teacher may print on the blackboard the last exercise on page 107. The children may read the directions silently and write the correct phrases on their papers.

Unit VI.—Part 5

A. PREPARATORY BOOK PAGES 108–113 (PREPARATION FOR PAGES 262–280 IN “WIDE WINGS”)

Page 108

New Words

castle	Madame
chateau	Mistress
France	Nanette
housekeeper	

Minimum repetition

castle:	<i>Preparatory Book</i> , pages 108, 108, 110. <i>Wide Wings</i> , pages 264, 265, 266.
chateau:	<i>Preparatory Book</i> , pages 108, 108, 108. <i>Wide Wings</i> , pages 262, 263, 263.

France:	<i>Preparatory Book</i> , pages 108, 108, 108. <i>Wide Wings</i> , pages 264, 268, 269.
housekeeper:	<i>Preparatory Book</i> , pages 108, 108, 128. <i>Wide Wings</i> , pages 267, 267, 267.
Madame:	<i>Preparatory Book</i> , pages 108, 108, 128. <i>Wide Wings</i> , pages 276, 276, 278.
Mistress:	<i>Preparatory Book</i> , pages 108, 108, 108. <i>Wide Wings</i> , pages 266, 267, 268.
Nanette:	<i>Preparatory Book</i> , pages 108, 108, 108. <i>Wide Wings</i> , pages 262, 262, 262.

The children may read the directions for page 108. They may work out the new words from the pictures and the context. The teacher may find it advisable to tell the children the proper names.

Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 108 of the teacher's copy of the *Preparatory Book*. They may read the text and indicate how they would follow the directions. The teacher may tell the children the proper names.

Page 109

New Words

couldn't	stairway
grasshopper	tap
lid	upstairs
rose	

Minimum repetition

couldn't:	<i>Preparatory Book</i> , pages 109, 122, 124 <i>Wide Wings</i> , pages 274, 275, 276.
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- grasshopper: *Preparatory Book*, pages 109, 112, 112.
Wide Wings, pages 264, 265, 265.
- lid: *Preparatory Book*, pages 109, 110, 114.
Wide Wings, pages 275, 275, 316.
- rose: *Preparatory Book*, pages 109, 113, 128.
Wide Wings, pages 273, 273, 273.
- stairway: *Preparatory Book*, pages 109, 114, 114.
Wide Wings, pages 272, 277, 277.
- tap: *Preparatory Book*, pages 109, 109, 109.
Wide Wings, pages 270, 270, 270.
- upstairs: *Preparatory Book*, pages 109, 128, 128.
Wide Wings, pages 272, 272, 276.

The children may follow the directions for page 109.

Alternate preparatory activities

The teacher may print on the blackboard the sentences found on page 109 of the *Preparatory Book*. She may read the directions aloud. The children may write the correct words on their papers.

Page 110

New Words

dungeons	spider
lane	web
lock	weeds
middle	

Minimum repetition

- dungeons: *Preparatory Book*, pages 110, 110, 110.
Wide Wings, pages 265, 265, 279.

lane:	<i>Preparatory Book</i> , pages 110, 110, 110. <i>Wide Wings</i> , pages 264, 268, 277.
lock:	<i>Preparatory Book</i> , pages 110, 110, 111. <i>Wide Wings</i> , pages 266, 268, 280.
middle:	<i>Preparatory Book</i> , pages 110, 113, 116 <i>Wide Wings</i> , pages 294, 296, 313.
spider:	<i>Preparatory Book</i> , pages 110, 110, 110. <i>Wide Wings</i> , pages 266, 268, 268.
web:	<i>Preparatory Book</i> , pages 110, 110, 114. <i>Wide Wings</i> , pages 266, 268, 268.
weeds:	<i>Preparatory Book</i> , pages 110, 110, 110. <i>Wide Wings</i> , pages 262, 262, 262.

The children may read each story and select the correct completing word.

Re-use of Preparatory Book page 110

The children may reread the stories and draw pictures to illustrate the stories.

Alternate preparatory activities

The teacher may print on the blackboard the words in the multiple choice. The teacher may read aloud the story found on page 110 of the Preparatory Book. The children may write on their papers the word which correctly completes the sentence. When this work has been completed the children may draw pictures to illustrate the stories.

Page 111

New Words

clicked	remember
kicked	shocked
rapped	touch

Minimum repetition

- clicked: *Preparatory Book*, pages 111, 128, 128.
Wide Wings, pages 275, 276, 279.
- kicked: *Preparatory Book*, pages 111, 128, 128.
Wide Wings, pages 279, 279, 279.
- rapped: *Preparatory Book*, pages 111, 128, 128.
Wide Wings, pages 267, 272, 279.
- remember: *Preparatory Book*, pages 111, 128, 128.
Wide Wings, pages 269, 322, 323.
- shocked: *Preparatory Book*, pages 111, 128, 128.
Wide Wings, pages 268, 269, 285.
- touch: *Preparatory Book*, pages 111, 114, 128.
Wide Wings, pages 263, 269, 269.

The children may follow the directions for page 111. The teacher may review the familiar phonograms *ick, ch, cl, ock*. She may present the phonograms *sk, str, ber*.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words and the incomplete sentences found on page 111 of the *Preparatory Book*. The teacher may read the directions aloud. The children may write the correct words on their papers.

Page 112

New Words

blew	slippers
ghosts	tower

Minimum repetition

- blew: *Preparatory Book*, pages 112, 128, 128.
Wide Wings, pages 271, 271, 320.

- ghosts: *Preparatory Book*, pages 112, 128, 128.
 Wide Wings, pages 271, 271, 271.
- slippers: *Preparatory Book*, pages 112, 128, 128.
 Wide Wings, pages 267, 270, 332.
- tower: *Preparatory Book*, pages 112, 112, 112.
 Wide Wings, pages 263, 264, 264.

The children may read and follow the directions.

Alternate preparatory activities

The teacher may print on the blackboard the directions found on page 112 of the *Preparatory Book*. The children may read and follow the directions.

Page 113

New Words

careful	lonely
careless	panels
hall	strange

Minimum repetition

- careful: *Preparatory Book*, pages 113, 113, 128.
 Wide Wings, pages 277, 278, 287.
- careless: *Preparatory Book*, pages 113, 113, 113.
 Wide Wings, pages 268, 269, 280.
- hall: *Preparatory Book*, pages 113, 113, 128.
 Wide Wings, pages 270, 270, 272.
- lonely: *Preparatory Book*, pages 113, 113, 128.
 Wide Wings, pages 267, 282, 287.

- panels: *Preparatory Book*, pages 113, 114, 128.
 Wide Wings, pages 273, 274, 275.
- strange: *Preparatory Book*, pages 113, 126, 128.
 Wide Wings, pages 271, 275, 326.

The children may read the text and follow the directions for page 113.

Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences and words from which the children are to select the correct answers. The teacher may read the stories aloud and the children may write on their papers the correct answers.

B. "WIDE WINGS," PAGES 262-280

When the children have completed the work of *Preparatory Book* pages 108-113, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 262-280 in *Wide Wings*.

When this material has been read the teacher may administer the comprehension test on page 114 of the *Preparatory Book*. Specific suggestions for this page are given subsequent to the lesson plan for the Reader.

Pages 262-280

Before the children begin to read the material of this story the teacher should refresh their memories concerning information they have gained about France. Pictures should be shown and discussed.

Although this is a long story, most children will have no difficulty reading it. If the teacher prefers it, however, she may divide the story into logical parts. The teacher may tell about the chateaus in France, and the children may read the story silently to find out all they can about a French chateau.

When the children have read the material, they may reread it to find the most exciting part of the story. They may prepare to read this part aloud.

The children may discuss the information which they have gained from reading the story.

Enrichment activities

The children may prepare a moving picture for this story.

The children may find other pictures of France and may read other stories about France.

The teacher may show the children pictures of Paris and tell them about life in France.

C. PREPARATORY BOOK PAGE 114

Page 114

No New Words

When the children have read pages 262-280 in *Wide Wings*, they may read and follow the directions for page 114 of the Preparatory Book.

Alternate preparatory activities

The teacher may read aloud the questions presented on page 114 of the Preparatory Book. The children may refer to their books and write the answers on their papers.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Adams.	<i>Five Little Friends.</i>	Macmillan.
Carrick.	<i>Picture Tales from the Russian.</i>	Stokes.
Clark.	<i>The Poppy Seed Cakes.</i>	Doubleday.
Hall.	<i>Jan and Betje.</i>	Merrill.
Jones.	<i>Ragman of Paris.</i>	Oxford.

Lattimore.

Morrow.

Perdue.

Perkins.

Rhys and Scott.

*Little Pear.**Little Pear and His Friends.**The Lost Leopard.**The Seven Crowns.**The Painted Pig.**Child Life in Other Lands.**The Dutch Twins.**Tales from Far and Near.*

Harcourt.

Knopf.

Rand McNally.

Houghton.

Appleton.

Other books to read

Barringer.

Bemelmans.

Beskow.

Brann.

Davis.

d'Aulaire.

Field.

Gay.

Hill and Maxwell.

Horne.

Lattimore.

Spyri.

Wiese.

*Martin the Goose Boy.**Hansi.**Olle's Ski Trip.**Nanette of the Wooden Shoes.**The Handsome Donkey.**Ola.**Little Dog Toby.**Pancho and His Burro.**Rudi of the Toll Gate.**Memoirs of a London Doll.**Jerry and the Pusa.**Heidi.**Moni the Goat Boy and Other Stories.**Liang and Lo.*

Doubleday.

Viking.

Harper.

Macmillan.

Harcourt.

Doubleday.

Macmillan.

Morrow.

Macmillan.

Harcourt.

Ginn.

Doubleday.

Poems to be read to the children"Buckingham Palace," from *When We Were Very Young*, by Milne (Dutton)."Foreign Children," by Stevenson, from *Golden Flute* (John Day).

- "Other Children," by Wing, from *Golden Flute* (John Day).
 "Singing," by Stevenson, from *Sung Under the Silver Umbrella* (Macmillan).
 "Travelling," from *A World to Know*, by Tippet (Harpers).

Suitable games

- | | | |
|-----------|--|------------|
| Bancroft. | <i>Games</i> (Chinese Chicken). | Macmillan. |
| | <i>Games</i> (French Tag). | |
| | <i>Games</i> (Gypsy). | |
| | <i>Games</i> (Hop Scotch). | |
| | <i>Games</i> (How Many Miles to Babylon?). | |
| | <i>Games</i> (Japanese Tag). | |
| | <i>Games</i> (The King of France). | |

Recommended films

- | | |
|--------------------------------|----------------------------|
| Hopi Indians. | Erpi Classroom Films, Inc. |
| Japan, I. | Eastman Classroom Films. |
| Little Dutch Tulip Girl. | Pathe Educational Films. |
| Little Indian Weaver. | Pathe Educational Films. |
| London. | Eastman Classroom Films. |
| Mexican Children. | Erpi Classroom Films, Inc. |
| Mexico. | Eastman Classroom Films. |
| Navajo Children. | Erpi Classroom Films, Inc. |
| Navajo Indians. | Erpi Classroom Films, Inc. |
| People of Mexico. | Erpi Classroom Films, Inc. |
| Wonders of the Arabian Desert. | Pathe Educational Films. |
| Wee Scotch Piper. | Pathe Educational Films. |

Chapter VIII

DAILY LESSON PLANS FOR UNIT VII — "MAGIC STORIES"

Topic

In this unit are presented three of the favorite fairy stories of children. The children should be encouraged to read the fairy stories for enjoyment. The teacher should strive for a most informal atmosphere during the reading of the Reader and the work of the Preparatory exercises. No detailed analysis should be required of the children. They should read the story for enjoyment. The teacher may assist the children in developing correct habits of free reading for leisure reading.

The materials of this unit comprise pages 281–337 in *Wide Wings*, and pages 115–128 of the Preparatory Book. The sequence of lessons is as follows:

Preparatory Book pages 115–118 (or alternate preparatory activities)

Wide Wings pages 281–299

Preparatory Book page 119 (or alternate activities) comprises a comprehension test based on pages 281–299 in *Wide Wings*

Preparatory Book pages 120–121 (or alternate preparatory activities)

Wide Wings pages 300–310

Preparatory Book page 122 (or alternate activities) comprises a comprehension test based on pages 300–310 in *Wide Wings*

Preparatory Book pages 123–126 (or alternate preparatory activities)

Wide Wings pages 311–337

Preparatory Book page 127 (or alternate activities) comprises a comprehension test based on pages 311–337 in *Wide Wings*

Preparatory Book page 128 (or alternate activities) comprises a vocabulary test based on Units VI and VII.

Related activities

The materials of this unit provide excellent opportunities for many interesting activities. The pupils may construct scenery to show the settings of the stories.

The children may build the Village of Stumpingham. They may, if they wish, make tiny dolls to represent the characters.

The children will enjoy dramatizing the stories of this unit. They should be encouraged to make the type of dramatization which they most enjoy and to which the stories lend themselves best.

The children may read other fairy stories and imaginative stories. They should be encouraged to read widely. During the work of the unit the teacher may point out the difference between leisure reading and study reading.

Unit VII — Part 1

A. PREPARATORY BOOK PAGES 115–118 (PREPARATION FOR PAGES 281–299 IN “WIDE WINGS”)

Page 115

New Words

fairy	nightingale
hawk	shepherd

Minimum repetition

fairy:	<i>Preparatory Book</i> , pages 115, 119, 119. <i>Wide Wings</i> , pages 282, 283, 285.
hawk:	<i>Preparatory Book</i> , pages 115, 128, 128. <i>Wide Wings</i> , pages 287, 287, 287.
nightingale:	<i>Preparatory Book</i> , pages 115, 119, 128. <i>Wide Wings</i> , pages 292, 294, 295.
shepherd:	<i>Preparatory Book</i> , pages 115, 128, 128. <i>Wide Wings</i> , pages 285, 286, 286.

The children may follow the directions for page 115. The teacher may find it advisable to tell the children the new words *hawk* and *nightingale*, and tell the children something about these birds.

Alternate preparatory activities

The teacher may print on the blackboard the correct sentence in each group of sentences found on page 115 of the Preparatory Book. She may assist the children in working out the new words. She may explain the new words *hawk* and *nightingale*. The children may reread the sentences silently and draw pictures to illustrate the sentences.

Page 116

New Words

cool	music
doctor	singing
honey	sons
mind	

Minimum repetition

cool:	<i>Preparatory Book</i> , pages 116, 116, 128. <i>Wide Wings</i> , pages 291, 292, 295.
doctor:	<i>Preparatory Book</i> , pages 116, 119, 120. <i>Wide Wings</i> , pages 292, 292, 292.
honey:	<i>Preparatory Book</i> , pages 116, 116, 128. <i>Wide Wings</i> , pages 289, 289, 290.
mind:	<i>Preparatory Book</i> , pages 116, 116, 128. <i>Wide Wings</i> , pages 294, 298, 305.
music:	<i>Preparatory Book</i> , pages 116, 128, 128. <i>Wide Wings</i> , pages 289, 290, 295.

- singing: *Preparatory Book*, pages 116, 116, 128.
Wide Wings, pages 295, 295, 299.
- sons: *Preparatory Book*, pages 116, 119, 127.
Wide Wings, pages 285, 285, 285.

The children may read and follow the directions for page 116. During the work the teacher may stress the value of using context clues and phonetic clues in working out new words.

Alternate preparatory activities

The teacher may print on the blackboard the sentences found on page 116 of the *Preparatory Book*. The teacher may read the directions orally and the children may follow the directions. They may write the correct words on their papers.

Page 117

New Words

anywhere	seventh
led	welcome
pink	

Minimum repetition

- anywhere: *Preparatory Book*, pages 117, 117, 128.
Wide Wings, pages 283, 289.
- led: *Preparatory Book*, pages 117, 128, 128.
Wide Wings, pages 288, 294, 296.
- pink: *Preparatory Book*, pages 117, 118, 118.
Wide Wings, pages 297, 299, 317.
- seventh: *Preparatory Book*, pages 117, 119, 128.
Wide Wings, pages 285, 285, 285.
- welcome: *Preparatory Book*, pages 117, 120, 128.
Wide Wings, pages 290, 290, 314.

The children may follow the directions for page 117. If a child has difficulty with a new word the teacher should assist him promptly.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise found on page 117 of the Preparatory Book. The teacher may read the directions aloud. The children may follow the directions, writing the correct answers on their papers.

Page 118

New Words

court	Maybloom
fair	queen
fashion	Stumpingham
kingdom	

Minimum repetition

court:	<i>Preparatory Book</i> , pages 118, 120, 120. <i>Wide Wings</i> , pages 285, 285, 292.
fair:	<i>Preparatory Book</i> , pages 118, 128, 128. <i>Wide Wings</i> , pages 291, 292, 292.
fashion:	<i>Preparatory Book</i> , pages 118, 118, 119. <i>Wide Wings</i> , pages 283, 283, 288.
kingdom:	<i>Preparatory Book</i> , pages 118, 118, 119. <i>Wide Wings</i> , pages 284, 285, 302.
Maybloom:	<i>Preparatory Book</i> , pages 118, 118, 118. <i>Wide Wings</i> , pages 291, 293, 293.
queen:	<i>Preparatory Book</i> , pages 118, 118, 118. <i>Wide Wings</i> , pages 283, 284, 285.
Stumpingham:	<i>Preparatory Book</i> , pages 118, 118, 118. <i>Wide Wings</i> , pages 282, 283, 283.

The children may read the text and follow the directions. The teacher may find it advisable to tell the children the proper names presented on this page. She should assist any child who has difficulty in working out a new word.

Alternate preparatory activities

The teacher may print on the blackboard the exercise found on page 118 of the Preparatory Book. She may modify the materials so that the children will draw pictures.

The teacher should note that the children are now prepared in the necessary vocabulary and reading skills to read pages 281-299 in *Wide Wings*.

When the children have read the material the teacher may administer the comprehension test on page 119 of the Preparatory Book.

B. "WIDE WINGS," PAGES 281-299

Page 281

The children may look at the pictures and study the chapter title on page 281. They may tell what they think the new chapter will contain.

Pages 282-299

The children may read the material on these pages silently. The teacher should encourage informal atmosphere during the reading. No detailed analysis should be required, and the children should read the story at their leisure.

C. PREPARATORY BOOK PAGE 119

Page 119

No New Words

When the children have read the story on pages 281-299 in *Wide Wings*, they may read the material and follow the directions for page 119 of the Preparatory Book. The children should be encouraged to reread the story in order to verify their answers.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 119 of the Preparatory Book. The teacher may read aloud the paragraphs and the children may write on their papers the correct words. The teacher should encourage the children to reread the story in order to verify their answers.

Unit VII — Part 2

A. PREPARATORY BOOK PAGES 120–121 (PREPARATION FOR PAGES 300–310 IN “WIDE WINGS”)

Page 120

New Words

chips	spade
cottage	walnut
oak	

Minimum repetition

chips:	<i>Preparatory Book</i> , pages 120, 127, 128. <i>Wide Wings</i> , pages 301, 301, 308.
cottage:	<i>Preparatory Book</i> , pages 120, 121, 128. <i>Wide Wings</i> , pages 300, 302, 302.
oak:	<i>Preparatory Book</i> , pages 120, 121, 121. <i>Wide Wings</i> , pages 301, 301, 301.
spade:	<i>Preparatory Book</i> , pages 120, 122, 122. <i>Wide Wings</i> , pages 305, 306, 306.
walnut:	<i>Preparatory Book</i> , pages 120, 122, 122. <i>Wide Wings</i> , pages 307, 307, 307.

The children may follow the directions for page 120 of the Preparatory Book. They may work out the new words from the pictures. The teacher may if she wishes review the familiar phonograms and initial letters *d*, *sp*, *ch*, *w*, *c*.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words found on page 120 of the Preparatory Book. She may prepare or find simple drawings to illustrate one word in each group. The children may read the words silently and write on their papers the words which correctly identify the pictures.

Page 121

New Words

done	married
failed	Paul
gold	pecking
luck	replied

Minimum repetition

done:	<i>Preparatory Book</i> , pages 121, 128, 128. <i>Wide Wings</i> , pages 306, 307, 313.
failed:	<i>Preparatory Book</i> , pages 121, 121, 128. <i>Wide Wings</i> , pages 308, 309, 309.
gold:	<i>Preparatory Book</i> , pages 121, 121, 127. <i>Wide Wings</i> , pages 301, 301, 301.
luck:	<i>Preparatory Book</i> , pages 121, 128, 128. <i>Wide Wings</i> , pages 302, 302, 308.
married:	<i>Preparatory Book</i> , pages 121, 127, 128. <i>Wide Wings</i> , pages 321, 322, 336.
Paul:	<i>Preparatory Book</i> , pages 121, 121, 122. <i>Wide Wings</i> , pages 300, 304, 306.
pecking:	<i>Preparatory Book</i> , pages 121, 128, 128. <i>Wide Wings</i> , pages 304, 305, 306.
replied:	<i>Preparatory Book</i> , pages 121, 128, 128. <i>Wide Wings</i> , pages 307, 308, 314.

The children may follow the directions for page 121. At this time the teacher may review the suffix *ied* and present the phonogram *eck*.

Re-use of Preparatory Book page 121

The children may reread the story on page 121 and draw pictures to illustrate the story.

Alternate preparatory activities

The teacher may print on the blackboard the text of the first exercise presented on page 121 of the Preparatory Book. The children may read the directions and write the correct answers on their papers. The teacher may present the phonogram *eck* and review the suffix *ied*.

The teacher may print on the blackboard or read to the children the story presented in the second exercise on page 121 of the Preparatory Book. The children may draw pictures to illustrate the story.

B. "WIDE WINGS," PAGES 300-310

When the children have completed the work of Preparatory Book pages 120-121, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 300-310 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test on page 122 of the Preparatory Book.

Pages 300-310

The children have been adequately motivated for this story by the material on page 121 of the Preparatory Book. The children may read the story silently. They should be encouraged to enjoy the story for its humor. No particular analysis should be required of the children. They should enjoy the story. The teacher may point out again the difference between leisure reading and study reading.

Enrichment activities

The children may plan to tell the story in their own words. They may reread the story in order to plan a logical story of their own.

The children may make a moving picture of the story or dramatize it in any other way that they would enjoy. These activities should be entirely spontaneous.

C. PREPARATORY BOOK PAGE 122

Page 122

No New Words

When the children have read pages 300-310 in *Wide Wings*, they may read and answer the questions on page 122 of the Preparatory Book.

Alternate preparatory activities

The teacher may read aloud the questions presented on page 122 of the Preparatory Book. The children may answer the questions and may verify their answers in the Reader.

Unit VII — Part 3

A. PREPARATORY BOOK PAGES 123-126 (PREPARATION FOR PAGES 311-337 IN "WIDE WINGS")

Page 123

New Words

chest	swords
chin	tinder
knapsack	witch
lamps	

Minimum repetition

chest:	<i>Preparatory Book</i> , pages 123, 123, 128. <i>Wide Wings</i> , pages 313, 313, 313.
chin:	<i>Preparatory Book</i> , pages 123, 123, 127. <i>Wide Wings</i> , pages 312, 312, 332.

- knapsack: *Preparatory Book*, pages 123, 123, 128.
Wide Wings, pages 311, 312, 316.
- lamps: *Preparatory Book*, pages 123, 123, 123.
Wide Wings, pages 313, 315, 318.
- swords: *Preparatory Book*, pages 123, 123, 123.
Wide Wings, pages 311, 312, 317.
- tinder: *Preparatory Book*, pages 123, 123, 127.
Wide Wings, pages 311, 314, 318.
- witch: *Preparatory Book*, pages 123, 124, 124.
Wide Wings, pages 311, 311, 312.

The children may read and follow the directions for page 123. The teacher should assist any child who has difficulty with a new word. The teacher may explain how a tinder box was used.

Alternate preparatory activities

The teacher may print on the blackboard the text of the exercise on page 123 of the *Preparatory Book*, omitting the directions. She may assist the children in reading the sentences and in working out the new words. She may then print on the blackboard directions for drawing.

Page 124

New Words

blue-checked	it's
copper	silver
here's	tie
hollow	

Minimum repetition

- blue-checked: *Preparatory Book*, pages 124, 128, 128.
Wide Wings, pages 314, 315, 316.
- copper: *Preparatory Book*, pages 124, 127, 127.
Wide Wings, pages 313, 316, 316.

here's:	<i>Preparatory Book</i> , pages 124, 128, 128. <i>Wide Wings</i> , pages 315, 315, 329.
hollow:	<i>Preparatory Book</i> , pages 124, 127, 128. <i>Wide Wings</i> , pages 312, 312, 323.
it's:	<i>Preparatory Book</i> , pages 124, 128, 128. <i>Wide Wings</i> , pages 320, 324, 326.
silver:	<i>Preparatory Book</i> , pages 124, 127, 127. <i>Wide Wings</i> , pages 313, 313, 316.
tie:	<i>Preparatory Book</i> , pages 124, 128, 128. <i>Wide Wings</i> , pages 312, 315, 330.

The children may follow the directions for page 124. The teacher may find it advisable to explain contractions, although the children have worked with contractions before.

Alternate preparatory activities

The teacher may print on the blackboard the exercises found on page 124 of the *Preparatory Book*. The children may follow the directions and write their answers on their papers.

Page 125

New Words

asleep	earned
carriage	inn
chalk	third
drank	

Minimum repetition

asleep:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 327, 327, 329.
carriage:	<i>Preparatory Book</i> , pages 125, 125, 125. <i>Wide Wings</i> , pages 322, 322, 325.

chalk:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 329, 329, 329.
drank:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 328, 328, 330.
earned:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 322, 325, 333.
inn:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 321, 322, 323.
third:	<i>Preparatory Book</i> , pages 125, 128, 128. <i>Wide Wings</i> , pages 314, 315, 318.

The children may follow the directions for page 125. They may work out the new words from the context clues and from the pictures. In connection with this work the teacher may review the phonograms *th*, *ed*, *ore*. She may present the phonograms *ter* and *eep*.

Alternate preparatory activities

The teacher may print on the blackboard the correct sentences presented in the first exercise on page 125. She may assist the children in reading the sentences and working out the new words. The children may then read the sentences silently and draw pictures to illustrate the sentences.

The teacher may print on the blackboard the text of the second exercise found on page 125 of the *Preparatory Book*. The children may follow the directions. The teacher may review the familiar phonograms *th*, *ed*, *ore*. She may introduce the phonograms *ter* and *eep*.

dream	kissed
hanged	marry
hurrah	prison
joy	whisk

Minimum repetition

dream:	<i>Preparatory Book</i> , pages 126, 128, 128. <i>Wide Wings</i> , pages 328, 328, 328.
hanged:	<i>Preparatory Book</i> , pages 126, 126, 127. <i>Wide Wings</i> , pages 331, 332, 333.
hurrah:	<i>Preparatory Book</i> , pages 126, 126, 128. <i>Wide Wings</i> , pages 336, 336, 336.
joy:	<i>Preparatory Book</i> , pages 126, 128, 128. <i>Wide Wings</i> , pages 335, 335, 336.
kissed:	<i>Preparatory Book</i> , pages 126, 128, 128. <i>Wide Wings</i> , pages 327, 328, 331.
marry:	<i>Preparatory Book</i> , pages 126, 127, 128. <i>Wide Wings</i> , pages 336, 336, 336.
prison:	<i>Preparatory Book</i> , pages 126, 126, 126. <i>Wide Wings</i> , pages 331, 331, 332.
whisk:	<i>Preparatory Book</i> , pages 126, 128, 128. <i>Wide Wings</i> , pages 324, 324, 326.

The children may follow the directions for page 126. They may work out the new words from the pictures and from the context and phonetic clues.

Alternate preparatory activities

The teacher may print on the blackboard the text of the first exercise on page 126 of the *Preparatory Book*. She may modify the directions so that the children will draw pictures to illustrate the sentences. The teacher should assist the children in working out the new words.

The teacher may print on the blackboard the text of the second exercise presented on page 126 of the *Preparatory Book*. The children may follow the directions, writing the correct words on their papers.

B. "WIDE WINGS," PAGES 311-337

When the children have completed pages 123-126 of the Preparatory Book, or the corresponding alternate preparatory activities, they are prepared with the necessary vocabulary and reading skills to read pages 311-337 in *Wide Wings*.

When the children have read the material, the teacher may administer the comprehension test and the vocabulary test found on pages 127-128 of the Preparatory Book. Specific suggestions for these pages are given subsequent to the lesson plan for the Reader.

Pages 311-337

Although this story is somewhat long, most children will be able to read it without difficulty. If the teacher wishes, she may divide it into parts or, preferably, should permit each child to decide how much he will read. The story should be read for enjoyment of the humor in the story.

The children may read the story silently and discuss it among themselves.

Enrichment activities

The children may plan a somewhat elaborate dramatization of this story. The story lends itself well to moving pictures or to a play. The children may plan the costumes and the scenery. Various committees may be appointed to take charge of the various aspects of the dramatization.

The children may read other favorite fairy stories. They may recommend certain fairy stories which they have enjoyed.

C. PREPARATORY BOOK PAGES 127-128

Page 127

No New Words

When the children have read the material on pages 311-337 of *Wide Wings*, they may read and follow the directions for page 127 of the Preparatory Book. The teacher should suggest that the children refer to the story in order to verify their answers.

Alternate activities

The teacher may read aloud the incomplete sentences presented on page 127 of the Preparatory Book. She may print on the blackboard the words of the multiple choice presented on page 127 of the Preparatory Book. The children may write on their papers the correct completing words.

Page 128

No New Words

When the children have read pages 311–337 in *Wide Wings*, the teacher may administer the vocabulary test presented on page 126 of the Preparatory Book. The teacher should make sure that the children understand the technique involved in the test. However, she should not assist the children in any way nor tell a child whether he has marked the page correctly. In this way the teacher will have an objective indication of the child's mastery of vocabulary.

Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented in the vocabulary test on page 128 of the Preparatory Book. The teacher may number the words sequentially. The children may find the identical words in each group. They may write the numbers of the identical words on their papers. In this way the teacher will have an objective indication of each child's mastery of vocabulary.

BOOKS FOR THE LIBRARY TABLE

Easy books

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Babbitt.	<i>Jataka Tales Re-told.</i>	Century.
Bailey.	<i>Seven Peas in the Pod.</i>	Little.
	<i>The Little Man with One Shoe.</i>	
Baker.	<i>Black Cats and the Tinker's Wife.</i>	Dodd.
Baldwin.	<i>Fairy Reader.</i>	American Book.

Colum.	<i>The Girl Who Sat by the Ashes.</i>	Macmillan.
	<i>The Peep-Show Man.</i>	
Hutchinson.	<i>Candlelight Stories.</i>	Minton.
	<i>Fireside Stories.</i>	
Potter.	<i>Sally Gabble and the Fairies.</i>	Macmillan.
Thompson.	<i>The Golden Trumpets.</i>	

Other books to read

Babbitt.	<i>More Jataka Tales Re-told.</i>	Century.
Baldwin.	<i>Fifty Famous Stories Retold.</i>	American Book.
Casserley.	<i>Michael of Ireland.</i>	Harpers.
Collodi.	<i>Adventures of Pinocchio.</i>	Dutton.
Mulock.	<i>The Adventures of a Brownie.</i>	Macmillan.
Hutchinson.	<i>Chimney Corner Fairy Tales.</i>	Minton.
Scudder (ed.)	<i>The Book of Fables and Folk Stories.</i>	Houghton.

Poems to be read to the children

- "Adventure," from *Ring-A-Round* by Harrington (Macmillan).
- "Otherwise," by Fisher, from *Sung Under the Silver Umbrella* (Macmillan).
- "Some One," by de la Mare, from *Sung Under the Silver Umbrella* (Macmillan).
- "Sunset and Sunrise," by Dickinson, from *Sung Under the Silver Umbrella* (Macmillan).
- "Trees and Fairies," from *Ring-A-Round* by Harrington (Macmillan).
- "The Fairies Have Never a Penny to Spend," by Fyleman, from *Silver Pennies* (Macmillan).

Suitable games

Bancroft.

Games (Black Magic).

Macmillan.

Games (Indoor Treasure Hunt).*Games* (Lady of the Land).*Games* (Moon and Morning Stars).*Games* (The Lost Child).

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